

BUSINESS EDUCATION WORLD

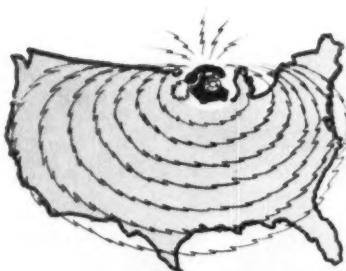
NOVEMBER, 1960



PAGE 15 SELL YOUR DEPARTMENT



PAGE 18 WE SET UP A DICTATION
LAB FOR \$200



PAGE 22 WHAT HAPPENED AFTER
THE PHONE RANG

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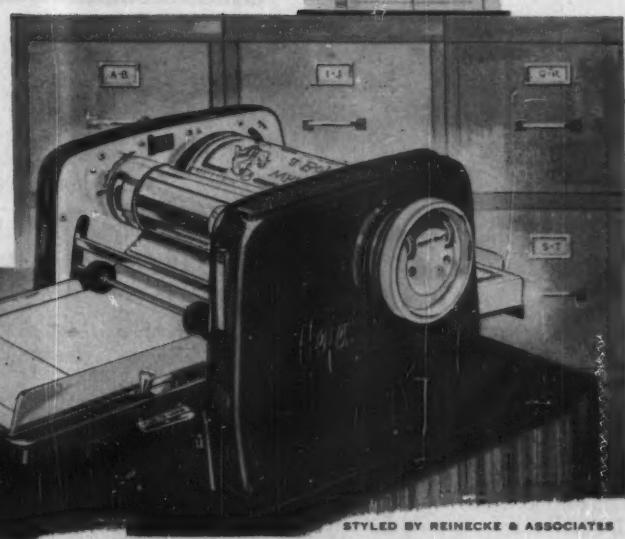
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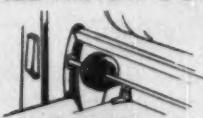
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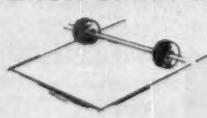
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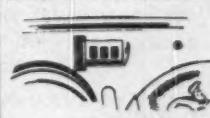
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NOVEMBER, 1960
VOLUME 41, NUMBER 3
A McGRAW-HILL PUBLICATION

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Editorial Associates	
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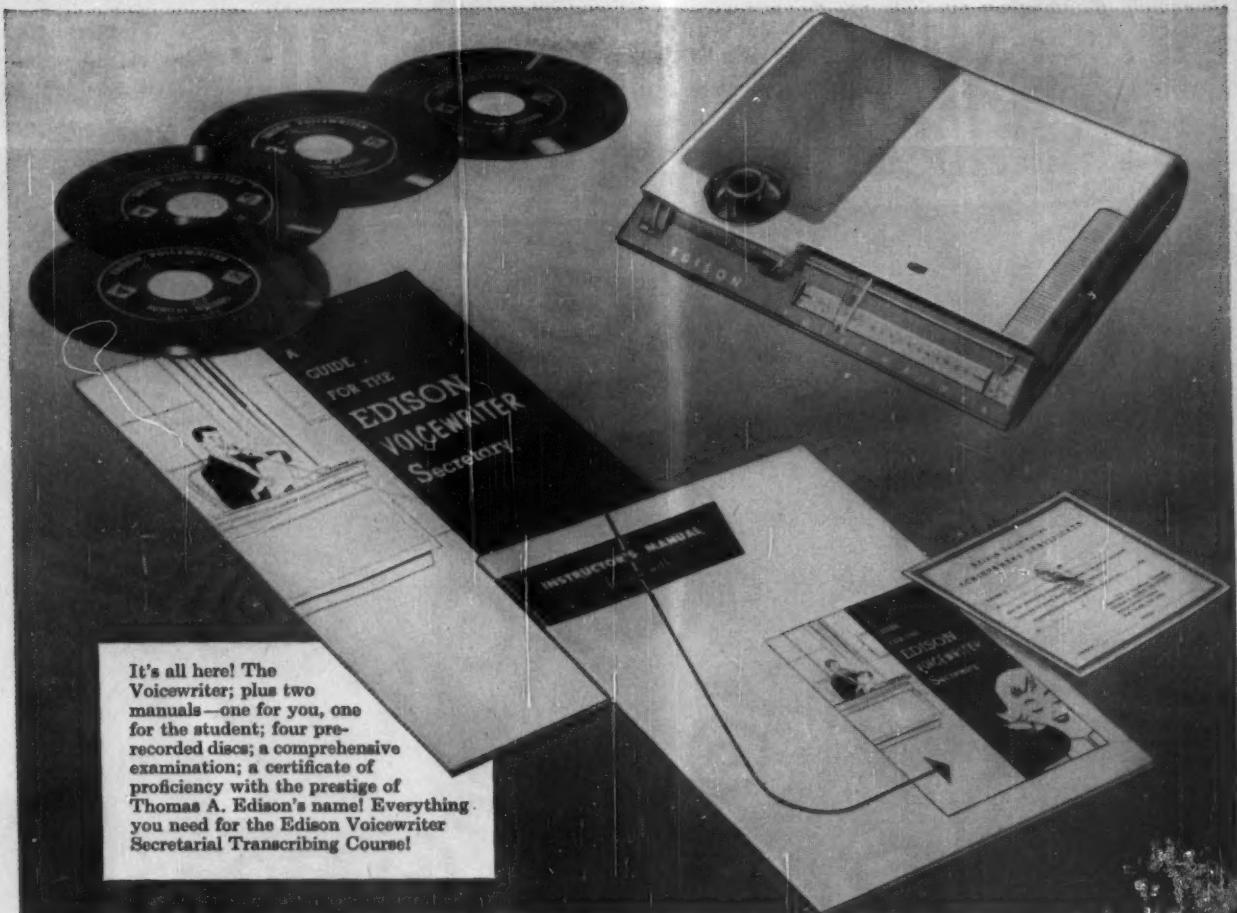
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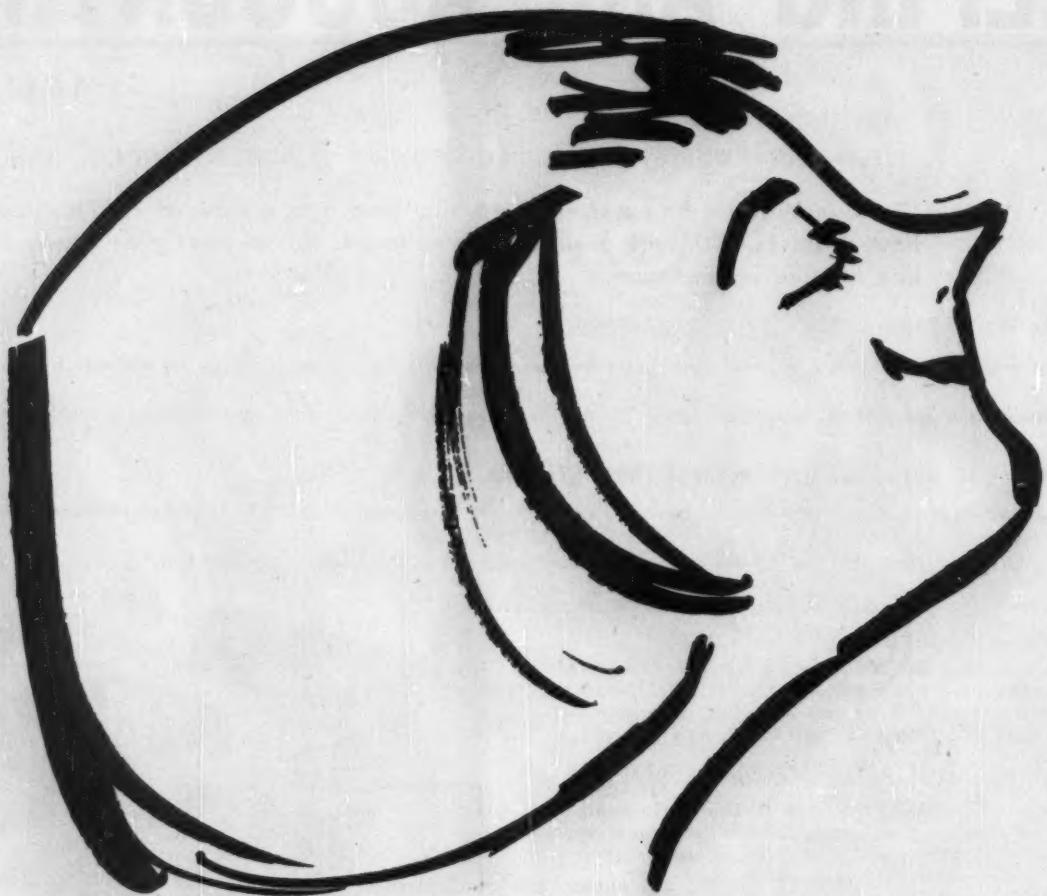
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OCTOBER, 1960



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THE BUSINESS TEACHER'S

Problem Clinic

BY THIS TIME, the school year is in full swing, and you may be aware of some new problems that you haven't had to face before. If they're tough ones, it might be worth your while to consider airing them in the Problem Clinic. Although some problems are so bound up with unique local conditions that no one outside the particular community can be of much help, they are not so common as many teachers think they are. More often than not, an outsider can be of help.

If you have a problem that you want to share—or a suggested solution to a problem that we've already published in this space—please send it along to Problem Clinic, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, N. Y. (If you submit a suggested solution, please enclose a carbon copy.)

Once again, a reminder about our current contest: For the best problem submitted by next April 25, we'll award a prize of \$10; for the second best, \$5. For the best solution submitted by the same date, the prize is \$25; for the second best, \$15.

JUNE PROBLEM 1

The problem I face is not new, I suppose. Our school is small and, in order to take care of the demand for bookkeeping, Typing I, and Typing II, they had to be scheduled at the same hour. There are two advanced typing students and eight beginners.

Typing II, of course, does not need the constant attention that Typing I does. But, particularly during the first months of school, both bookkeeping and Typing I need much attention.

They meet in the same room separated by a glass partition. How can I give the attention needed to both bookkeeping and Typing I students without loss of attention and unnecessary interruptions from one when I am working with the other?

DON PHILLIPS
Buckholts, Texas

Suggested Solutions

Dear Mr. Phillips:

Not being personally acquainted with your problem, my solution will be purely theory.

I agree that during the first month or two both bookkeeping and Typing I classes need special attention. The bookkeeping students, I believe, need more help in understanding each lesson. Therefore, I suggest that you allow your Typing II students to assist the Typing I students when they are in trouble.

Most Typing II students are capa-

ble of handling the minor problems such as returning of the carriage, fingering of the keys, etc. This not only would give you additional time for bookkeeping, but would also build up the confidence of the Typing II students.

When the bookkeeping class could be left alone for a short period of time, it would be possible for you to check the progress of the Typing I students.

I sincerely hope this will be of some assistance to you in your problem.

JAMES D. STEPHENSON
Jemez Springs (N.M.) High School

Dear Mr. Phillips:

Your problem reminded me of a similar situation in which I found myself at one time in my teaching career. The following suggestions represent the way I tried to handle it:

Make use of the Typing II students to teach the beginning typists the various parts of the machine, the correct method of inserting and removing paper, carriage throw, home key row, hand position, and all the initial familiarization that generally requires the first week of school. Each of your advanced students would be assigned four beginning typists, who would gather around the student-instructor's desk, watching and listening to the instructions given for about one-half the period. Then, these beginning students would practice what they had

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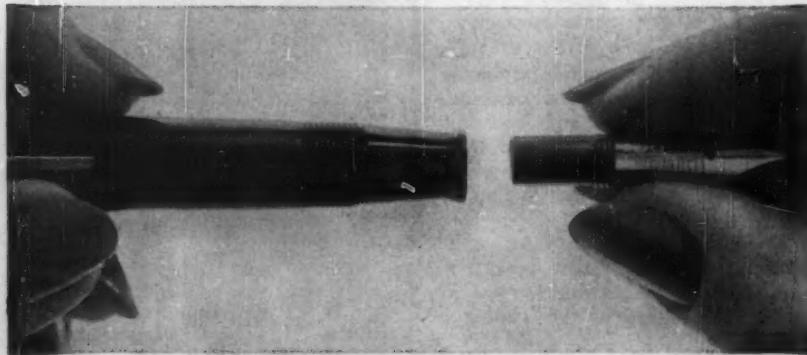
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learned at their own machines, monitored by the student-instructors.

Meanwhile, you are in the bookkeeping section, explaining Lesson 1, for the first half of the period, closely observing the reactions of your bookkeeping students, noting the alert one, two, or three in the group who will in a day or two become your student-instructors in the bookkeeping course. Since bookkeeping is a subject that lends itself to a routine of teaching alternating with practice on the principles taught, you will be relatively free to move away from the bookkeeping section for part of the period to observe what is going on in the typing class. As the slower students need help, the student-instructors in bookkeeping can help out there.

The advanced typists, you have by now observed, are not spending much time on their own material. However, the experience of teaching beginning typists is itself a review and an education for them. Their work for at least a month, the first month of the term, will be such as to require them to be prepared for the challenge of "practicing what they preach." A short period of intensive instruction with these two advanced students, informing them of their responsibilities toward the beginning typists, will mean you have increased your presence twofold, and provided them with an experience in responsibility that their abilities need for complete realization. When the advanced typists finally get around to typing second-year assignments, you'll find they need a minimum of instructions because you have prepared them to help themselves through helping others.

I promise you, the three classes will be grateful for your interest and your efforts to give them all the time you can spare.

SISTER MARY STEPHEN
St. Edmond High School
Fort Dodge, Iowa

CORRECTION

"We Utilize Our Community's Business Resources," by Barbara MacPhee, in our September issue gave an erroneous impression. The programs described in this article were developed jointly by Roger Ludlowe High School and Andrew Warde High School in Fairfield, Conn. In fact, last year Edwin Canfield of Andrew Warde High School contacted all the business firms for placement of students from both schools.

The editors deleted references to Mr. Canfield and Andrew Warde High School for space considerations. We are sorry that they did not receive the recognition due them in the article as it appeared.

CONDENSED BALANCE
December 31, 1960

ASSETS	
CURRENT ASSETS	
Cash	\$26,762,826
Temporary Investments	6,481,750
Receivable	54,728,640
Inventories	64,959,465
Prepayments	1,860,725
TOTAL CURRENT ASSETS	\$154,783,406
Long Term Investments	0
Plant and Equipment	30,754
Goodwill	7,254
	18012932*
CURRENT LIABILITIES	
Notes Payable	\$ 9,153,509
Accounts Payable	16,355,127
Accruals	8,215,650
Prepaid Income	9,948,956
TOTAL CURRENT LIABILITIES	\$259,781
Fixed Liabilities	
TOTAL LIABILITIES	\$100,000,000
Capital	33,492,533
Surplus	
CAPITAL AND SURPLUS	\$133,491
RATIOS	
Current assets to current liabilities	3.54 to 1
Total liquid assets to current liabilities	2.01 to 1
Capital and surplus to total assets	.51 to 1

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DOUBLE STUDENTS' TYPING POWER

MARY WITHEROW, St. Louis (Mo.) Public Schools

THIS IS an era of two-car families, two-TV and two-bathroom homes, and dual highways. It seems that everything must be doubled—slogans even tell us to double our pleasure. It's only natural that, as a business teacher, I should think of doubling typing power. Years of teaching experience have convinced me that the ideas I'm going to present here will go a long way toward achieving this objective.

First, let me stress that I'm talking about typing *power*, not speed. I've listened to all the arguments pro and con on speed and accuracy, and I still feel that ultimately it's a matter of the right combination of the two. I choose to call the ideal combination "typing power"—what the student can produce in usable form in the time allotted. As teachers, we've all heard students remark about a typing assignment, "I could have finished this if the bell hadn't rung"—but viewing this kind of remark realistically, we know that they might have done less if they had known beforehand that they would be allowed more time. Something about human nature responds to pressure. Of course, pressure must be tempered with judgment in regard to the probable limits of achievement. Production standards (the C grade) must be within the reach of the average students in the particular class, but both extremes must also receive some recognition—the lower-ability student must receive some acknowledgment of his efforts, and the superior student must have something to challenge him.

Thus, to begin with, in order to double his typing power, a student

must have a range of production standards. We need to remember that what is a double score for one student will be only half of the original score for another one. We need to take advantage of suggestions for standards given in teachers' manuals, and other published sources, but the best standards will be those that a teacher develops through semesters of classroom experience. After all, demands differ according to geographic regions, students differ in levels of ability, and teachers vary in efficiency of presentation. A range of production standards provides motivation for the entire class.

Second, in order to enable students to double their typing power, you must recognize their weaknesses as they become evident in the production scores, then pass the information along to the students. I'm a firm believer in drill and rule sheets. Furthermore, as I analyze the errors that consistently appear on the particular students' papers, I note for their benefit the rules for syllabication, spacing, or whatever else may be called for. I'll admit that this process requires some time, but it has become second nature to me to write constructive notations in the margins of students' papers. ("Two-letter syllables are not separated from the remainder of the word"; "For a 50-space line, use 42 as a center; subtract 25 and set your left margin at 17; then add 25 to 42, include 5 additional spaces, and set your right margin at 72.") The student knows that he has made errors (otherwise the paper would carry an A grade); but if he is conscientious,

(Continued on next page)

Can You Pass This
A-V EXAM?

Which
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CHECK YOUR ANSWER

Next Page

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TYPING POWER (continued)

he wants to know what is wrong—and often a checkmark does not tell him this. A student must be given some basis for analyzing his present weaknesses and practicing to overcome them.

Third, a student will not double his typing power unless he has the drive and determination to be better. The teacher can furnish all the motivation and drill necessary to produce champions; but, unless the individual student sees some purpose and need for effort, his attempts will be only half-hearted. The improvement in typing power of students who participate in our school system's work-experience program provides a good illustration. Even though these students are only in school half-days, have outside interests, and are tired as a result of working for four hours a day in an office, when they come back to school the next morning they want to practice envelope chain feeding, calculator extensions, or whatever it may have been that the office demanded of them the day before and for which they felt inadequate. This drive and determination to double typing power is shown by participation; when the student sees a need or a reason for doing a thing, his reaction is much more spontaneous and meaningful.

Fourth, in order to double his typing power, a student must have some true evaluation of how well he is achieving whatever he set out to produce in the time permitted. A grade on a paper indicates what the teacher's rating is; but the student's evaluation is equally essential if he is to achieve to the utmost. He must feel some sense of satisfaction with his work for the day. He must see that his typing power is growing because he has realized his weaknesses and has practiced to rid himself of them. Even if his score for the day rated only a low D, he is on the way to doubling it if he is convinced that he could raise it one step if he had a chance to repeat the lesson.

Yes, these are the "Big Four"—motivation, instruction, participation, and evaluation. After all, there is no new key to methods—but I do know from experience that it is possible for a student to double his typing power when these four resources are consistently and conscientiously employed by teacher and students.

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ELECTRIC TYPEWRITER DIVISION

SELL YOUR DEPARTMENT

We need to keep business education in the spotlight.
Here are some of the ways it can be done

1. SELL YOUR DEPARTMENT

Through Demonstrations and Skits

VIOLET DAVIS

Casey (Ill.) Community Unit Schools

HAVE YOU ever thought that the music, athletic, and speech departments were in the spotlight most of the time, while your business department worked day by day unnoticed by the school and the community in general? This state of affairs prevails in many schools—and much of it is our own fault. Have you utilized the possibilities for showing what your department can really do?

A good way to sell your department to the community is through presenting demonstrations and skits before the various clubs. The Lions, Rotary, and business and professional women's clubs, and other women's clubs are eager to make use of the contributions of students and

teachers for their monthly programs. Where can you find a better place to show what your students can do?

We of Casey High School's business department presented a program to the Rotary Club last fall. Our program ran for about thirty minutes, but it could be either shortened or lengthened to meet the needs of an individual club. Here's what we did:

- We presented typing demonstrations in the form of 1-minute speed and accuracy writings, featuring two of our best typing students. They typed at tables where the businessmen could see what was happening, and they gave on-the-spot reports of their scores. When you have a student say, in answer to your request for a score, "Ninety-eight words with no errors," and hand the paper to the businessmen for their

approval, a favorable impression lingers with them when the time comes for these students to apply for jobs in their offices.

- We also had our typists set up a business letter from material that had no indication of paragraph breaks or letter style; they corrected errors (if any) as they typed, then took the letter directly from the typewriter and handed it to the men for proofreading. (Tabulation, rough draft, manuscript copy, or other types of work may be worked out and demonstrated in this manner. Hint: keep each demonstration short.)

- We included shorthand dictation as part of our program. Two students took dictation at 100 wpm and read it back immediately.

- We presented speed and accuracy demonstrations using the ten-

SELL YOUR DEPARTMENT

(Continued)

key adding machine and the automatic calculator. (Other equipment of a similar nature can, of course, be used.)

• We finished the program with a short skit showing the right and wrong way to receive a visitor to the business office.

In the spring, our office practice class presented a similar program to the Business and Professional Women's Club. I have no doubt that these programs helped to sell our students, as well as the business department as a whole, to our community.

Now, what can we do to sell our department to freshman, sophomore, and junior groups within our own high school? We have found that an assembly program for the whole student body is effective, in that it brings our department to the attention of all the students at one time. A spring date is usually the best time for such an assembly. The program for this occasion need not vary much from those presented to the clubs. We have found that a comparison of first-, second-, and third-year typing students taking 1-minute writings, doing tabulation, and so forth, is effective in showing the need for the advanced classes.

In these assemblies, we like to use a portable blackboard and have students take dictation, writing on the blackboard in front of the student body. Last term we had both a first-year and a second-year student take dictation at 100 wpm, with the first-year student reading it back. Then they did another writing at 120 wpm, with the second-year student reading it back.

Our demonstrations also included a spelling bee and work on the full-keyboard adding machine, the ten-key adding machine, and the automatic calculator. We made a comparison of the speed of these three machines on different types of problems.

Again we used a short skit to close our program. This skit portrayed the differences between two secretaries in the same office, as reflected in their reactions to a mutual friend who dropped in to visit during office hours.

Our skits are original — planned,

written, and presented by the students themselves. They may center around any phase of office etiquette, grooming, interviewing, or the like. The possibilities are abundant, depending only on the talents and resourcefulness of your students.

Here, as closely as I can recall it, is the skit three of our students wrote and performed last spring:

(The setting is any office. Two secretaries are at work. Two desks, two typewriters, two telephones, etc., are needed to perform the skit. One desk is very orderly; the other is in complete disorder. One secretary, Carole, is appropriately dressed and is busy typing from shorthand notes; the other, Sharon, is overdressed, wears excessive jewelry, chews gum, and is not in any particular hurry to accomplish anything.)

The scene opens as a visitor, Sondra—also overdressed—swishes in.)

SONDRA: Carole, how in the world are you today?

CAROLE (with a smile): Oh, fine, but a little busy.

SONDRA: You usually are, but I'll just sit here on the corner of your desk. I won't be any bother. Hi, Sharon, how are you? (She sits on desk and begins looking at Carole's work.)

SHARON: Gee, I'm fine. Got a break, too. The boss is out of the office. Probably will be gone for several hours. Take it easy while you can is my motto.

CAROLE: I really do need to get this work finished. There's a chair if you'd like to sit there for a while.

SHARON: Oh, come on over here. That's all she does—work, work. You can't bother me any. I don't like to work anyhow. (She motions to her desk, and Sondra comes over to sit on the corner of it, pushing papers out of her way.) Say, what are you doing here, anyway? Aren't you supposed to be at work?

SONDRA (shrugging): Well, I got fired, so I guess I'll just play around for a while till I get a new job.

SHARON: That's too bad. Why did you get fired?

SONDRA: Oh, as usual, I didn't seem to satisfy them. Say, I've been uptown shopping. You really should see that lovely dress and fur they have in Barton's store window. I can just see how that outfit would look on me. (She stands up and parades as if she were wearing the dress and fur, then sits down again.) Gee, I'd sure like to have it, but I guess I can't buy it till I find another job. By the way, what are you doing tonight?

SHARON (popping her gum as she pecks lazily at her typewriter): I just don't know. I'd like to go someplace, but I don't know if I can round up a date or not.

SONDRA: If you'll let me use your phone,

I'll call Joe and see what I can arrange. This is leap year, you know.

CAROLE (as she busily types away): Sharon, did you borrow my typing eraser? I need it.

SHARON: Oh, don't you ever do anything but work? No, I don't have your eraser.

SONDRA (glancing at papers on Sharon's desk): Here it is, Carole. Man, I wish I could turn out the work like she does. Well, back to that telephone call. (She takes the phone and dials as Sharon reaches over to listen on Carole's phone. Laughing and talking, they make appropriate arrangements—e.g., to go bowling, attend a movie, or drop in at the local skating rink.)

SHARON (hanging up the phone): Say, I have some sodas and candy bars right over here. Let's have some. The boss probably won't be in for a while. I've already been on my coffee break, but I could use another soda. (She gives Sondra a soda and a candy bar and takes one of each for herself. They eat, laugh, and talk about the evening's plans.)

Then the door opens and in walks the boss. He takes one quick look.)

Boss (to Sharon, coldly): May I see you in my office, Miss Brown.

SONDRA (as she rushes out): Oh-oh, I've heard that tone of voice before!

CURTAIN

These programs are planned and presented with my help and guidance, but are essentially student programs. In the case of the club presentations, I have usually been in charge of timing, dictation, and so forth; but in the high school assemblies, I have turned these duties over to one of the more capable students and have sat with the audience.

In order to make all students feel that they are a part of this assembly project, we ask some who are not on the program to help with the stage, others to prepare a mimeographed program, and still others to pass out the programs as the student body enters.

We feel that these programs not only sell our department but also grant an opportunity for recognition and approval to many students who might not have the experience in other school activities.

This kind of project, incidentally, is a good one for the Future Business Leaders of America clubs to sponsor.

If you haven't tried this method of selling your department, you are missing a wonderful opportunity every year.

2. SELL YOUR DEPARTMENT

Through Your Personal Example

WOODROW W. BALDWIN

Simmons College, Boston, Mass.

EDITOR'S NOTE: This article is an adaptation of a talk the author gave last year at the University of North Dakota's World Shorthand Institute.

SHOULD TEACHERS sell their subjects? If they wish to preserve throughout their careers the satisfactions gained from teaching, the answer is an unequivocal "Yes."

When teachers stop selling their subjects, they lose the rewards that are a teacher's exclusive right to enjoy. The old cliché, "You get out of things only what you put into them," is more applicable to teaching than to any other endeavor. We've all experienced the kind of day when we arose in the morning feeling low and merely conducted class without applying ourselves at all. That night we hated teaching. But a day of teaching with fervor and enthusiasm left us feeling wonderful—we got out of teaching what we had put into it.

Why can't we borrow from show people their greatest tradition, "The show must go on"? If, on mornings when we don't feel up to par, we can keep this motto in mind to get us through the first thirty minutes, we can establish the right tone and the rest of the day will take care of itself. Enthusiasm is contagious. The students will catch it, and we will get it again from them.

Any course must mean more than just its title, whether it's English, social studies, shorthand, or physical education. The course is a composite of many things—subject matter, textbook, classroom, teaching materials, and — most important of all — the teacher.



THE PERSONAL TOUCH is important in conferences with students.

In the field of business education, the problem of selling our subjects is especially acute now. Through all our present-day communications media, young people are being indoctrinated with the need to build bigger and better satellites. They are told that, if they are going to make a contribution to society, they must study science and mathematics. Enrollments in business courses have apparently been declining throughout the country. We have a tremendous challenge to sell our subjects outside the classroom.

The respectability of business courses has always been questioned by the academicians, of course. In this case, constant selling has always been necessary and still is. We have, however, made great strides in this respect, and it seems safe to predict that we shall do even better. Word of mouth is still our most effective com-

munication medium. It is the slowest medium of all; but if our courses can really qualify as "disciplines," the word will eventually get around and erosion will eliminate prejudice. (Incidentally, the advent of Gregg Notehand should provide a medium through which the business department can make a direct and tangible contribution to general education.)

Most of our selling is done in the classroom. In selling our subject, we tend too often to think only of the obvious approach—that is, using the first five minutes of the first class session to explain to the students what they will learn from the course. In shorthand class, for example, the student is told she's learning a skill that will enable her to earn a living in a pleasant environment, performing a task that is both satisfying and chal-

(Continued on page 34)



STUDENTS with headphones select one of two dictation speeds; the teacher dictates at a third speed.

We Set Up a Dictation Lab for \$200

Assuming that you now have two tape recorders, an investment of about \$200 will

make possible an installation that will let you present dictation at three speeds in one room

THE USE OF tape recorders and other sound reproduction equipment for teaching dictation/transcription has long been recognized as an effective means of supplementing teachers' efforts. We have used this method in our district for several years with very successful results.

However, our enrollment has been increasing at the rate of 500 to 600 students a year, and class size has had to be increased proportionately. We finally reached the point where we needed a method by which the dictation/transcription instructor at Arlington High School could work with three separate achievement levels within a class at the same time. Using tape recorders alone had become impractical, because the sound from one machine was confusing to the other two groups, and additional room for separate groups was not available.

We decided to explore the possibility of setting up a modified audio laboratory. After discussing the matter with our superintendent, H. L.

Slichenmyer, and our principal, Dr. Eugene Oliver, and obtaining their approval, we outlined concrete plans. The system was to be set up along these lines:

- The lessons were to originate from two tape recorders using pre-recorded tapes and to be piped to each student position via an audio line.
- The students would receive the lesson through relatively inexpensive headphones.

• In order to minimize expense, we would rearrange tables so that students would sit in pairs, with floor conduits leading between them. At each set of tables, we would install a junction box; its cover would be drilled to receive four phone plugs, thus giving both students at a particular station the opportunity to plug into either of the two audio lines.

- The instructor would, of course, provide the third lesson source in the form of direct dictation.

Here's how the system operates: Working with three achievement lev-

els within one class, the instructor assigns students on one achievement level to Lesson 1 and a second group to Lesson 2, then dictates personally to the rest of the students. Deciding which group is to receive recorded lessons remains entirely up to the teacher. If she feels that the lower achievement level needs personal attention, she assigns the average and fast groups to the recorders and works with the low-speed group herself. If, on the other hand, she decides to push the fast group in order to increase their speed still more, she can assign the other two groups to the recorded lessons and work with the fast group personally.

The teacher is not limited as to the number of tapes she may make, and any tape that is good enough is kept for use in future classes. At first, the teacher finds it necessary to devote an hour to an hour and a half each week to making the tapes; but the time required gradually decreases as the file of tapes is built up. We feel that, in a system of this

30 headsets @ \$3.65*	\$109.50
16 junction boxes @ 20¢	3.20
124 phone jacks @ 35¢	43.40
34 phone plugs @ 65¢	22.10
80' floor duct @ 6¢ a foot	4.80
200' intercom wire @ 10¢ a foot	20.00
	\$203.00

* Some types of headsets cost less.

NOTE: The most time-consuming factor in the installation of this system was the process of soldering the 124 phone jacks, with two connections on each. It is impossible to estimate the labor cost for this part of the installation, because methods of handling this type of work vary according to individual school policy.

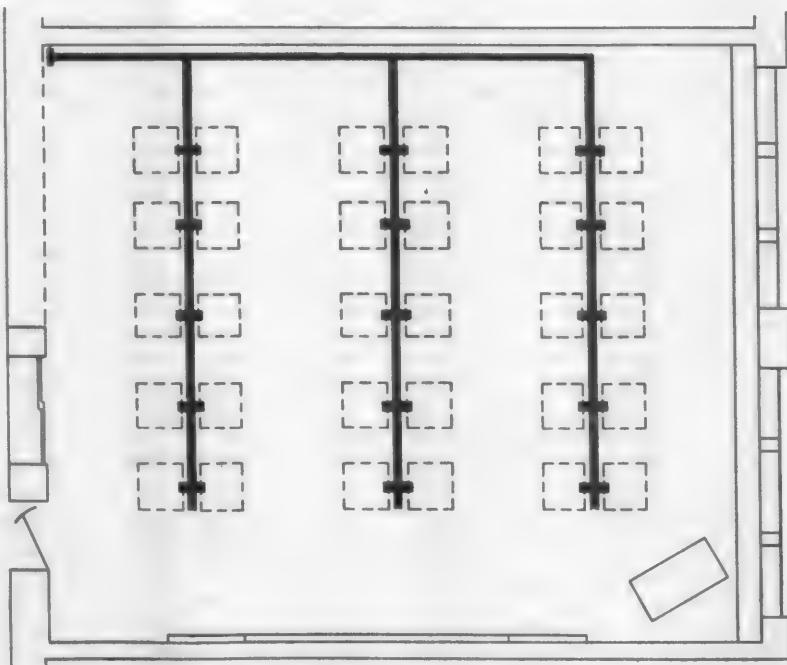
CHARLES J. MILLER, Director, Audio-Visual Education, Township H. S. District 214, Arlington Heights, Ill.

HAZEL FAULKNER, Chairman, Business Education Department, Arlington (Ill.) High School

kind, tape has more advantages than disc recording, because it does not wear out so fast, nor does it lose clarity the way records do when their surface noise becomes noticeable.

A number of sets of prerecorded material are available from publishing companies who distribute shorthand and dictation textbooks; and they are very good. We are convinced, however, that nobody is a better judge of the ability of a student than his classroom teacher; with this point of view in mind, we recommend that the teacher make her own tapes. The audio-visual department provides professional recording machines and trained student assistants to help teachers make their own tapes with a minimum of time and effort. These tapes are recorded at the highest possible undistorted volume level, so that fidelity and volume can be maintained when they are played back on classroom machines.

We find that this system of "piped" dictation has helped us solve most of our second-year students' problems.



TYPICAL CLASSROOM SETUP FOR DICTATION LAB

(Two tape recorders at upper left)

GEORGE LENART

EDITOR'S NOTE: The author left controllership and management consulting for graduate work at Teachers College, Columbia University.

BRIGHT HIGH SCHOOL students can be interested in studying business education. What is needed is a general business core course that is tailored to the needs of those who will not end their formal studies at high school graduation.

Business and economics are all around us; college-bound youngsters will need to have an overview of this important phase of human activity. The course should be designed to develop students' thinking processes and leave them with a group of principles and approaches for future development.

Business education courses offered in high schools tend heavily toward the vocational. They teach specific, practical knowledge or skills to students for direct use in an occupation or in their personal lives.

It appears that business education is often chosen as a major by students whose abilities are not sufficient to allow them to take college courses. This purpose of business education is so strong that business curricula often become diluted to the point where these courses are the last resort for students with lesser abilities. They are even directed to the purpose of keeping students in school after they have passed the legal age for leaving.

It seems that if brighter students concentrate on business subjects they do so for personal economic reasons. They sometimes choose this major if they think they will need to earn a living right after graduation. It is fair to deduce that they do not regard it as general education.

Some educators feel that more general business courses should be offered in contrast to the highly vocational ones (such as typewriting, office practice, bookkeeping and accounting, and retailing). As a matter of fact, a general orientation course is being offered increasingly at junior high school level. It should be noted, however, that the purpose of these courses is frankly to give the pupils a chance to see which business courses they are interested in for the next years of their studies. In other words, they are for prospective business students. Attendance in these

How Can We Stimulate BRIGHT STUDENTS To Take Our Courses?

Possible answer:

A general business core course for college-bound students

orientation courses increased from 15,000 in 1930 to 280,000 in 1950.

Generally, as a result of the course content and also of the intelligence level of the majority of these students, there is little transfer even where the new situation is of the same kind.

Business education in high school, then, finds itself pushed onto a vocational plane in spite of the fact that many of its subjects can be taught effectively from a general education point of view. Business teachers envision even basic business courses as primarily for business students. They seem to accept this state of affairs and rationalize that, after all, the less bright ones take these subjects; the cream of the crop are interested in graduation and college entrance examinations.

A New Point of View

Is it necessary, or rather is it justifiable, to perpetuate the idea that business education in the high school is primarily for the preparation of beginning workers, even with a realization that business people are prominent in the economic and political as well as the business community?

Shouldn't business be treated rather as a fundamental subject to which

all promising young people should be exposed for its value as a stimulant to thinking (one of the purposes of education) and as a valuable store of principles that will enable the student to react more efficiently to the situations he will unavoidably face in life, even if subsequent education does not include any more business subjects?

If we say yes to the first question, that business is primarily for the preparation of beginning workers, there would be no reason to continue this discussion. Things are satisfactory as they are now, and, judging by the trend, will become even better. Business subjects in high school will be increasingly associated with the less capable and the less ambitious. They will be thought of as purely vocational and even as caretaker courses, designed to keep students out of mischief pending their attaining legal age or the commencement exercises. Furthermore, what higher level business or economic knowledge is to be imparted to the brighter students can be handled by the social studies department. This is indeed a dismal outlook for the business education teacher.

Our attention should be on the second question. There is nothing in

ferior in business subjects as far as a transfer is concerned. An understanding of what keeps the economy of the country and the world going has most important educational values.

Of course, we cannot consider the elimination of the vocational training now offered; that is unthinkable. It is important because employers look for specific abilities and skills. They are thinking primarily in terms of getting certain things done when they hire a high school youngster; therefore, skills and knowledge and some idea of employee attitude are musts for these students who plan to work right after high school.

Business educators should rather think of adding to the curriculum in order to satisfy a somewhat different kind of need: a need to broaden the base of business fundamentals for those students to whom high school is a steppingstone to further formal education. The number of these students increases every year, and for them most of what they absorb in high school is something to build upon and to project from. Why, then, deprive them of learning about business thinking by teaching business only either in terms of skills, or diluted throughout the business courses, making it hard to fit in with their required courses.

Business beyond the clerical level requires far more than below-average mentality. Studies have shown this, and the leading roles business people have in our society prove it. I don't say that business educators should try to provide courses constituting a business major for above-average students. But, even with the time needed for the required college preparatory subjects, there should be time for a one-year general business core course for all students.

A consolidated one-year course can be developed at the eleventh grade level that will give the student a feeling for the principles underlying our business and economic activity and at the same time supply a framework of understanding that will be filled in later.

This general course should show how the aspects covered have direct bearing on our business and economic life. It should emphasize the understanding of principles and useful generalizations of business. The vocational and practical would be used to illustrate or develop the principle,

not to teach facts or skills to be remembered and used specifically. The caliber of the students taking the course should enable them to apply this general learning to situations they will meet in the future.

This course should develop the attitudes we consider desirable in today's society: a feeling that economic ideas sweep across the world as philosophies and political beliefs do and are, in fact, related to them; a sense of the interdependence of regional economics and the cross effects of developments in one industry on others; appreciation of the great influence of law on business and economic life.

The First Step

The student should first be introduced to the basic economic concepts that influence the conduct of business. Starting with supply and demand, competition, and the like, students should become familiar with the language of the financial world and terms we hear daily.

He should also learn about the shape of our economy, the role of specialization, monopolies, international trade and tariffs, and the influence of government. Labor as an economic force would be studied. The laws regulating and protecting labor should be examined and their philosophies explored.

Since our personal and business actions have legal consequences, the course should include a general introduction to the laws of our society and their implications.

Finally, this course should include a group project in which these learnings can be applied. The choice of subjects is wide. It could be an investigation of our Point Four program, the history of a key industry or corporation, for example. The project should be an investigation into some facets of our economic and business life that will help students understand important ideas in business, economics, and law that affect our lives and enable the students to express this understanding in general principles and useful generalizations.

If this course is to become important in the curriculum, it should be taught by the business education teacher. It may require the teacher to broaden his own viewpoint, synthesize the courses he has been teaching, and put them in a new frame of reference, and take into account the

different audience and the far-reaching purpose of the course.

There is probably no ready-made textbook to cover the proposed contents of such a general business course. Until one is written, an outline of the course would suffice. This would also give the teacher latitude in assigning and suggesting material for reading from books, magazines, newspapers, and booklets and other material available from banks and corporations.

General background readings should be supplemented by up-to-date illustrations and immediate applications of the subject matter when it is covered in class.

Lectures, group reports, outside speakers (local, national, and even international figures), term reports (co-operative efforts to enable covering a comprehensive assignment), and, of course, class discussions should be used whenever possible.

Examinations would be of the essay type with a choice of several subjects to show the students' comprehension of the underlying principles.

Although this course would to some extent overlap some existing courses such as business law, economics, and economic geography, its orientation is different. Although some of the present courses may have decreases in enrollment, they will be affected only slightly and should continue to be offered alongside the proposed general business core course.

We teach our brighter students to think about science, history, algebra, literature, and foreign languages in high school. Only business seems to have no comprehensive high level high school course. There is no question in my mind that a general business core course can and should be taught on the high school level. Like all high school courses, it should be constructed to offer a surmountable challenge to the student. There still remains a great deal to learn and to think about in his coming years of schooling.

A non-vocational business course that will train the mind to think in economic and business terms at an early age will mean that business subjects at college level will be approached with more confidence and from a good springboard and that if the student goes into non-business fields of study, he will still have appreciation for these great motivating forces in American society.

THE WAY it all started was innocent enough—my phone rang. This is the story of the almost endless ripples that spread from that one small splash.

The caller was a professor at the University of Illinois who invited me to speak at a summer conference. I accepted the invitation because that university is my alma mater, and the professor has been my mentor and friend for a long time. He wished me to speak on the subject of a research project that I had completed. The project was concerned in part with human relations in business. (*The author reported some of her findings in "Profile of a Typical Secretary," BEW, Oct. '58, p. 26.—Ed.*) For the past four years I had been working for my doctorate at Northwestern University, and my research had culminated in a dissertation. The degree had been conferred the year before, and I had devoted the ensuing year to physical recuperation and readjustment to a normal routine. But that had now come to an end.

The summer conference date was in July—two months away. Since I did not have a repertoire of speeches, I found it necessary to prepare my talk. Having had little experience in this kind of writing, I found that each sentence and paragraph seemed to take shape slowly, word by word, after much struggle. Regrettably, it was the beach season, and preparing the speech called for a high level of sacrifice.

The date of the conference arrived. It was a miserable day—extremely warm and humid. My presentation was scheduled immediately following luncheon. That midday meal was an extended affair with a long, technical after-luncheon speech. I was so sleepy that I felt numb, but, at the appointed hour, I delivered the speech. Actually, I felt that it was anything but a success. I slipped away from the meeting and walked home slowly and dismally in the rain.

As for what followed, the postman would have had a right to complain. I was deluged with mail, beginning the following day and lasting for several months. The first piece was a postal card from a colleague at Northwestern who had attended the meeting. She wrote, "You rushed away very quickly yesterday. Before I had a chance to tell you what an excellent presentation you made, you had disappeared."

What Happened

As to the remainder of the mail: It seems there was a reporter covering the conference, and he felt that the information in the speech was newsworthy enough to put on one of the national news wire services. A résumé of what I had said appeared in the *New York Times*, *U. S. News & World Report*, two Chicago newspapers, the local "bugle," and so on. I began to get letters from people who were interested for various business and personal reasons.

A dozen or so of the correspondents wanted copies of the speech. These requests were referred to the Extension Office of the university. (I provided them with an advance copy, which they had duplicated.)

The editor of one of the Dartnell publications sent me a photocopy of a clip of the speech that had appeared in the *New York Times* and asked me to submit a 2,000-word article on the same subject for publication.

It now became apparent that I would have to invest in a typewriter and a supply of stationery and stamps. I did so, then spent the rest of the summer in anticipation of the next

day's mail and in reading and answering it. In other words, my summer vacation was anything but that. After I had dutifully answered each piece of current mail, I began working on the article for Dartnell Publications.

The communications continued to arrive and began to fall into a pattern. One typical group consisted of congratulatory letters from friends at several universities. Some of the writers enclosed clippings from local newspapers. One enclosed a summary of my speech on a page from *Office Executive* magazine, entitled "Facts and Comments"; another sent along a clipping from the *Evanston Review*. Naturally, I was gratified to receive these letters—and besides, they didn't, for the most part, require replies.

Some of the letters were from businessmen whose firms were engaged in providing various articles or services related to my research. They sent copies of some of their publications and asked me to react to them. These letters did require replies.

People who were working on educational projects wrote to me requesting additional data. One of these in-

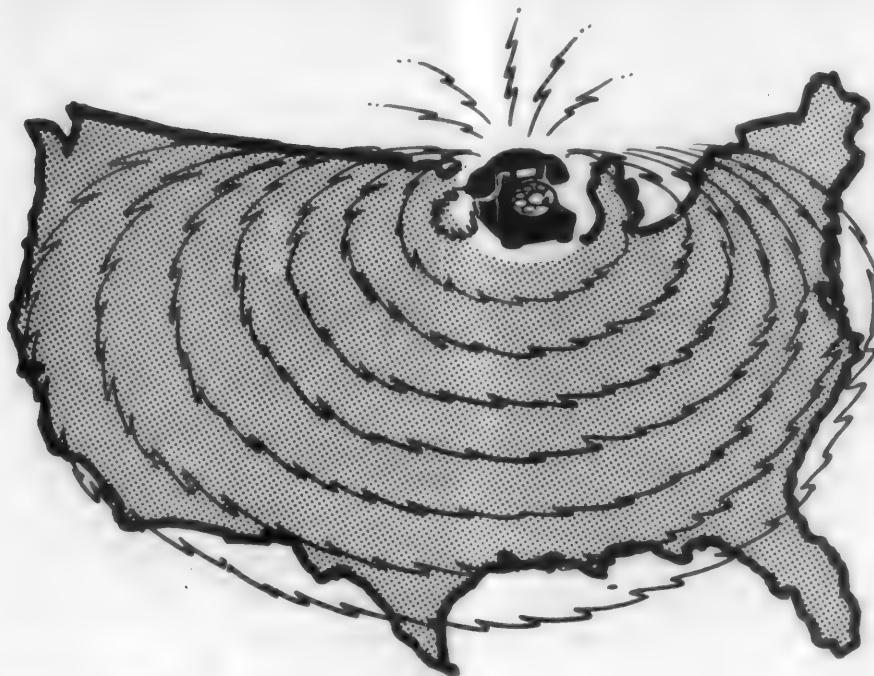


It was the beach season, and preparing the speech called for a high level of sacrifice

After the Phone Rang

ELEANOR CASEBIER
Northern Illinois University, DeKalb

Echoes vibrated across the country, and vacation went out the window



Illustrations by Stanley Stamaty

dividuals was the placement officer of the Veterans Administration in Washington; another was the president of an Ohio chapter of the National Office Management Association. I carefully supplied the information requested in each case. A letter from the managing editor of *Educational Business* informed me that an item referring to my talk would appear in the October issue and that he would send me a copy. This was doubly welcome because it did not require a reply.

Still another piece of mail came from a woman whose husband had died and left her impoverished. She asked for advice about finding work as a secretary and stated that she did not have appropriate clothing for an interview or a job. She enumerated a list of articles that she needed and asked me to help her get them. In view of the fact that she stipulated size 16 and I wear size 7, I could be of little assistance in this way; however, I gave her some advice about finding a job.

Another woman wrote to tell me of the difficulties she was having on the job. She stated that her employer habitually made rosy promises to applicants for jobs in that company—promises that he had no intention of keeping. She was unhappy, too, because she was expected to perform routine work at a high level of production and also to be concerned with decision-making. She asked my help in trying to combat these practices. I wrote that I would give publicity to such practices. (I did.)

One interesting letter came from the sales manager of an international airline. It was very brief. The writer asked whether I would like to do some research with his company. To this enigmatic inquiry I replied simply that I would be interested and asked that he let me know more about what he had in mind. This contact developed, several months later, into an interview with representatives of the Chicago branch of the airline company. The interview, in turn, led

to my arranging contacts between representatives of the airline and officials at the university where I am employed. The result: Present plans are that a group of students from this university will travel via the airline to Europe for an educational tour during the summer of 1962. Also, the airline representatives co-operated with officials of the university in making it possible for students in this year's tour to take part in the cultural exchange program encouraged by President Eisenhower.

All this was gratifying—especially since I shall go with the student group in 1962 as a guest of the airline!

Thus went the summer vacation, and I began another year of teaching. During the very first week of school I had another phone call that fell into the over-all pattern. The caller, motivated by my summer conference speech, invited me to appear as the featured speaker at another confer-

(Continued on page 37)

THE NIGHT SCHOOL teacher can make his hours with his students exactly what he himself wants them to be—pleasurable, tolerable, or unbearable periods. The teacher's own personality, ability, and conscience are the factors that will decide what, how much, and in what manner the students learn.

Night school teaching can be a bore if the teacher is unwilling to give of himself to the same extent that he does in day school. And he will be particularly unwilling to give of himself if he unconsciously—or even consciously, for that matter—thinks of night school as a stepchild in the family of education. I believe, however, that most teachers who engage in evening school teaching find it a pleasure, primarily because the adult students themselves provide a situation that is in sharp contrast to what the teacher faces during the day. Because the students are in the class voluntarily, they create no discipline problems; they are willing, even eager, to learn according to their native ability; and they are always polite, cheerful, and exceedingly grateful.

Despite all this, a teacher can change the usual ideal atmosphere by his attitude toward the class in general; if this happens, it is unfortunate for all concerned.

Human relations play a major role in establishing a good learning climate in evening classes. True, people have come there willingly to learn; but why not put that learning into as pleasant a frame as possible? The techniques for doing so are simple. For instance, at the beginning of the term (waiting only until the class is stabilized in size), I follow a "getting-to-know-you" procedure that is undoubtedly familiar to many of you from your college days. I've found that this plan gets a good reception from the entire class, younger and older students alike, term after term.

I ask each student to stand and face the class, give his name, tell us what his work is during the day and why he is taking typewriting during the evening hours. Although to some learners (especially those who have to cope with language barriers) this requirement might at first seem terrifying, I have as yet found no one who has refused to participate. I'm sure that all of them rather like the spotlighted attention they receive, even though it's only for a few moments.

This individual introduction is an excellent device for "breaking the ice," and it serves to make each student more aware of the other as a human being. During succeeding evenings, a spirit of common sharing and a great deal of mutual respect seem to persist. I notice this in the manner in which students help each other at the machines, share personal typing equipment, or distribute as many typing books as they can carry from the closet.

The approach I use has other long-range results. In the first place, it offers another means for reinforcing names in the teacher's mind. With hundreds of day students' names to memorize to begin with, any special assistance in remembering names of night students is welcome. It is almost imperative that these latter be recognized by name as soon as possible. Also, by knowing something of the background of each person, the teacher has a basis for inquiry of a personal nature throughout the term. This offers a source of topical conversation—and nothing pleases an evening student more than to know that a busy teacher remembers something about him.

I never cease marveling at the variety of people in my classes. By knowing their aspirations as well as their struggles, I can understand and appreciate their efforts all the more. Such understanding provides a basis for formulating the objectives of the course. I find myself constantly aware of my responsibility toward the group. Last term, for example, among my students were two individuals who intended to return to their native lands to (1) teach typewriting in Haiti and (2) establish a typewriting school in Bermuda. How far the influence of teachers travels!

At least once a week, I ask students to share with their classmates any humorous incidents that may have occurred since we last met. I try to add an anecdote of my own as well. I also stress that students are welcome to bring their work problems to school. We discuss these as a group, or, if a problem is of a personal nature (and these are bound to arise from time to time), it is discussed in private. The time taken for these departures from routine is negligible; but the confidence, good will, and friendly atmosphere evoked is of estimable value.

(Continued at bottom of page 37)

Don't Make Night School A Stepchild

What you get from night school depends on what you put into it —it's all a matter of attitude

GEORGE E. MILHAM

John Jay High School, Brooklyn, N.Y.

It gives many students an opportunity to express themselves that they are not usually afforded elsewhere in this hectic existence of ours; it bolsters the egos of some; it helps to bring the shy ones into the group; and it does wonders for those who are struggling with English. With the latter, no matter how badly they falter and enunciate, I make it a point to encourage and praise their efforts. (I often recall the tremendous difficulties my own parents encountered when they were learning their new-found tongue.) After each "speech," I inquire about or comment on the work done by each person during the day or on his reasons for taking the typing course. I want each one to feel that he is, if only during that brief time, the center of attention—and he is. Who does not relish recognition, whatever form it takes?



For Effective SHORTHAND Teaching

ROBERT L. GRUBBS, University of Pittsburgh



3. Testing and Grading in Beginning Shorthand

THERE IS an old saying among shorthand teachers that "when you are testing, you aren't teaching." The implication is that the time lost from building skill while testing is irretrievably lost. There is another equally old saying that "your students make progress best when they are kept well-informed concerning their gains." The implication here is plainly that you must test frequently. Neither statement taken by itself, without other considerations, is quite accurate, but there is at least some truth in both. In preparing your measurement program for first semester Gregg shorthand, the truths in both statements may guide you well.

Evaluate frequently in beginning shorthand, but measure with the tools and procedures you use in teaching. There is something wrong if you can put your teaching materials in one pile and your testing materials in another. Good teaching procedures and materials are good testing procedures and materials.

Evaluate frequently in beginning shorthand, but don't attempt to measure what your students haven't yet learned how to do. "Test when mastery is evident" is a good slogan. Don't try to measure your students' ability to write brief forms when you are still helping them build skill in recognizing them. Instead, devise a test incorporating one of your teaching procedures that will tell you and your students how fast and how accurately they can recognize brief forms.

Evaluate frequently in beginning shorthand, but measure with informality so that you can slip your students easily into and out of a test situation with no accompanying fear or tension. Make your tests informative but informal. Testing is as much a part of learning (and as much fun) as taking dictation or spelling words on the board if you will simply avoid making each test a serious event. Remember, "informative—but informal" is the key to skill tests. When

they are, you can look for that extra enthusiasm, that glint in the eye that comes to students when you announce that another measurement "opportunity" is going to be given. This happy, expectant attitude indicates your class is a healthy one; and the healthy ones grow fastest.

The First Tests

It is usually helpful to have the first evaluation check at about period 18. A short, quick-scoring test will serve as an interesting deviation from regular classwork and will give you clues to needed reteaching and skill building. Of course, it's much too early in the training to attempt any evaluation of your students' writing skill. Your teaching objectives at this time are centered around developing skill in spelling and reading. This is, therefore, what you should attempt to survey. Measure brief form recognition, isolated outline recognition, and reading skill as reflected in pencil transcription. A test to achieve these



FOR EFFECTIVE SHORTHAND TEACHING (continued)

measurements is easy to administer and to score.

Measure brief form recognition rates by having your students transcribe into longhand as many brief forms as they can in two minutes. The best source of a quantity of brief form outlines is pages 315-316 of the *Manual* (pages 314-315 in the first edition). Have your students number the lines on a sheet of stenographic notebook paper. Then tell them to turn to page 315 (or 314) and transcribe (one to the line) as many brief forms as they can. Time them for two minutes and have them pass the papers to the front.

Measure skill in isolated outline recognition to help estimate the effectiveness of your spelling and pronouncing drills at the board. Make this measurement by having your students transcribe into longhand as many isolated shorthand outlines as they can in two minutes. The best source of a quantity of isolated shorthand outlines is the *Manual*.

Prepare for the test by having students number the lines on a sheet of notebook paper as they did for the brief form test. At your signal, have them turn to some page in the *Manual* on which there is nothing but connected matter (page 54, for example) and transcribe into longhand the *first* shorthand outline in each line of the connected matter. Transcribing only one outline on each line, a student would have a paper beginning like this:

1. analyze
2. crop
3. Mr.
4. meeting
5. paid
6. on

Direct the students to return to the top of the page and transcribe the *last* outline in each line of the connected matter if they complete all of the *first* outlines. Stop the transcribing in two minutes and have the papers forwarded to the front of the room.

To measure reading skills as reflected through pencil transcription, have students transcribe as much connected matter as they can in two

minutes. The best source of connected matter is again the *Manual*. Direct the students to turn to some page and paragraph you have previously selected (page 84, paragraph 124, for example) and transcribe as much of the paragraph as they can. Time them for two minutes and then have them send their papers to the front of the room.

The whole test can be administered easily in ten minutes, which is certainly not an inordinate amount of time away from skill building and teaching chores. With variations, it can be used many times during the first half of the semester or until some mastery in writing is clearly evident. Numbering the lines of the brief forms presented on page 315 (there are 18 lines) adds flexibility to the use of this source of brief form outlines. Students can then be asked to "begin with line 12 and transcribe brief forms toward the top of the page," or "beginning with line 4, transcribe brief forms to the bottom." Add interest to the isolated outline test by having students start at the bottom of the page and work up.

Marking, Grading, Evaluating

Marking and grading these early tests is easy and can be done rapidly. Simply determine the number of brief forms, the number of isolated outlines, and the number of connected matter words transcribed accurately. (Use the *Student's Transcript* of the *Manual* to determine the number of connected-matter words transcribed correctly.) Get total test scores by adding the three individual test scores together. Array the total test scores from highest to lowest. Subtract the lowest score from the highest to get the range of scores. Divide the range by four if you wish to distribute the scores into a four-grade scale, that is, A, B, C, and D. Divide by five if you wish to use a five-grade scale. The quotient is the range you will use for each grade category. The following example will show how easy this is.

Suppose your top total score is 120 and your lowest score is 90. The range is 120 minus 90, or 30. If you

wish to translate the scores of your class into a five-grade scale, divide the range (30) by 5. The quotient (6) is the range of each grade category. Starting with your bottom score, mark off grade intervals with a range of 6 points as follows:

90-95	F
96-101	D
102-107	C
108-113	B
114-120	A

Your students will be concerned with their letter grades. You will be more interested in evaluating the performance of the group as a whole. To do this, you will need some standards. They're easy to get. Take the test yourself. Get someone to time you or time yourself. Your scores ought to be just about as high as it is possible to attain with pencil transcription. If the class averages on their first tests are within 15 to 20 points of your score, you can be satisfied with their performance; and so can they. As the teaching-skill-building-testing cycle continues, however, look for the group average to rise and narrow the gap. This is your measure of their growth. Incidentally, it's fun and good motivation to be frank with your students and tell them just what you can score on the test. When some of your youngsters match you, capitalize on this opportunity for motivation. After all, to make them as good as you are is your job!

Interim Tests

Interim tests, that is tests at class periods 30, 42, 54, and other convenient intervals, may be quite similar to your first test. You may experiment with several variations, however, because the shorthand skill of your students is maturing. You may dictate 20 or 25 brief forms for them to write in shorthand instead of having students transcribe them from the book. This will give you a sample of their automatization of brief forms. Select ten or twelve sentences from paragraphs reviewed for the test and dictate them to your students. This will give you some idea of their readiness for limited, new-matter dic-

tation. Continue the pencil transcription tests as a guide to the general growth of the students' reading skill.

Review and Final Testing

During the last four weeks of the beginning-shorthand semester, it is a good idea to review systematically the *Gregg Shorthand Manual Simplified*. To heighten student interest in the review, a self-appraisal test should be prepared for each review unit. This review-test procedure is easy to administer and will be revealing and encouraging to you and to your students.

Sometime during the fifth week before the end of the semester, announce to your students that you are going to give them eight self-appraisal "opportunities" during the last four weeks of the semester. Give two tests each week—Tuesdays and Fridays are excellent days for the tests. Explain that the first test next Tuesday will be based on Lessons 7 through 11 of the *Manual*. Assign these lessons for them to review for a test. Here is the schedule for the remainder of the tests that you may follow:

Test	Based on Lessons	Day
2	13-17	Friday
3	19-23	Tuesday
4	25-29	Friday
5	31-35	Tuesday
6	37-41	Friday
7	42-47	Tuesday
8	49-53	Friday

The review or integrating lessons, 6, 12, 18, 24, etc., have been omitted; but you may include them if you feel the review burden is not too great. After the first test on Lessons 7 through 11, announce the second test and assign Lessons 13 through 17 for review. Follow a similar procedure throughout the series.

Your tests will consist of two parts: dictation of selected letters from the reviewed lessons and dictation of 12 to 18 brief forms or common phrases. For example, for the first test you might select three letters for one-minute takes from Lessons 7 through 11—one to be dictated at 60 words a minute, one to be dictated at 50

wpm, and one to be dictated at 40 wpm. The following letters would be acceptable for dictation purposes:

One minute at 60: Letter 95, page 49 to the words "little vacation"

One minute at 50: Letter 89, page 47 entire letter

One minute at 40: Letter 74, page 43 to the words "from the floor"

Select also a list of 12 to 18 brief forms from these lessons or perhaps

15 brief forms and 3 common phrases to be dictated.

In administering the test, dictate the three takes before the brief forms; but do not let your students pencil transcribe until after you have dictated the brief forms to them. Dictate the one-minute-at-60 letter first. Follow with the 50 and finally the 40. Dictating the fastest take first is wise: the ones who didn't quite get it will rejoice that they still have a couple of opportunities remaining. Caution your students not to write any of the dictation in longhand. Announce that you will collect and inspect their notes to make certain that they took everything in shorthand.

Immediately following the dictation of the letters, have the students remove a sheet of paper from their stenographic notebooks, write their names at the top, and number the lines consecutively from 1 to 18. Dictate the brief forms at the rate of 15 to a minute, or one every four seconds. When the last one has been dictated, have students immediately forward their papers. You can begin marking these papers while the students are transcribing the dictation.

When the brief form papers have been forwarded, direct your students to transcribe in pencil only one of the three takes—the fastest one they think they were able to get entirely. Allow four or five minutes for the pencil transcription; then collect each transcript and the shorthand notes for it.

Mark the pencil transcription with the use of the *Student's Transcript of the Gregg Shorthand Manual Simplified* and grade it according to the scale at the left.

This grading scale permits an error ceiling of 5 per cent of the words in the take, suggests higher grades for the faster takes, scales the grades according to the accuracy of the transcript, and authorizes a "No" grade instead of an "F." I think it is wise that students not be given failing marks on these tests. A "No" to indicate that the student did not get this particular take, but is not necessarily failing the course, seems more fair.

(Continued on page 36)

SELF-APPRAISAL CHART		
First Semester—Last Four Weeks		
TAKE	ERRORS	RATING
1/90	0-2 3-5 6 or more (ceiling: 5)	A B No
1/80	0-1 2-4 5 or more (ceiling: 4)	A B No
1/70	0-1 2-4 5 or more (ceiling: 4)	B C No
1/60	0 1-3 4 or more (ceiling: 3)	B C No
1/50	0-1 2-3 4 or more (ceiling: 3)	C D No
1/40	0 1-2 3 or more (ceiling: 2)	C D No
2/60	0-1 2-3 4-6 7 or more (ceiling: 6)	A B C No
2/50	0-1 2-3 4-5 6 or more (ceiling: 5)	B C D No
2/40	0-1 3-4 5 or more (ceiling: 4)	C D No

M. HERBERT FREEMAN
New Jersey State College, Montclair

J. MARSHALL HANNA
Ohio State University, Columbus

GILBERT KAHN
West Side High School, Newark, N.J.

TEACHING THE FUNDAMENTAL ELEMENTS OF BOOKKEEPING SECOND SERIES

PROVIDING FOR depreciation is a relatively new concept in accounting. Before the Industrial Revolution, when long-life assets consisted mainly of land, buildings, and sailing vessels, it was the common practice to charge off their cost immediately. For example, the cost of a sailing vessel was charged off to its first voyage, a practice justified by the risk involved. Later, when machines became an increasingly common asset, the tendency was to charge off their cost in the period they were purchased or when convenient to the proprietor. A systematic depreciation policy has been used in business for only the last fifty years. Federal income tax laws, however, now require that approved depreciation practices be followed. An understanding of accounting for depreciation, therefore, is an essential part of any bookkeeping course today.

There are five basic steps that must be followed in teaching the unit on depreciation.

Step 1. The Meaning of Depreciation

Students understand the fundamental nature of depreciation when it is related to things within their experiences. The following teaching suggestions will build and capitalize on student experiences.

1. Bring in used-car advertisements from the local paper and discuss why differences exist between new- and used-car prices.

2. Take the students to the school parking lot and ask them to appraise four cars as basis for class discussion.

3. Bring into the bookkeeping classroom three typewriters of different ages and ask the students to indicate

8. How to Teach Depreciation

J. MARSHALL HANNA

how much they would be willing to pay for each typewriter if they wished to purchase a machine.

From a discussion of automobiles and typewriters it is easy to proceed to other business assets that depreciate, such as buildings, delivery trucks, office machines, and display cases. The emphasis in the discussion should be to point up the two basic causes for depreciation: (a) physical deterioration because of use, (b) obsolescence.

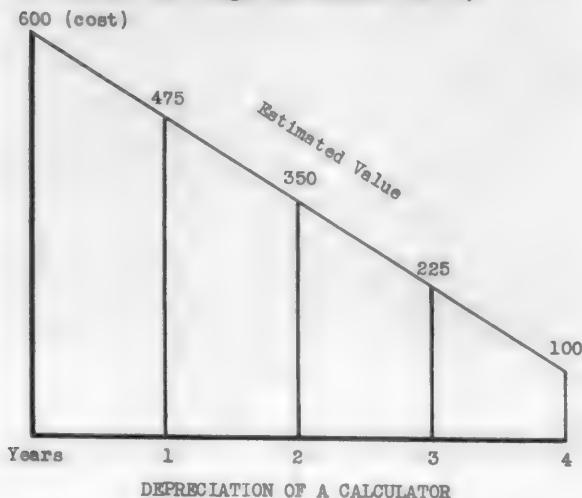
Step 2. How Depreciation is Calculated

There are four commonly used methods of calculating depreciation: (a) straight-line method, (b) production method, (c) diminishing-balance method, and (d) sum-of-the-years digit method. Each method is uniquely appropriate under certain circumstances. To present all four methods to a high school bookkeeping class would be confusing to the students. It is common practice, therefore, to present the straight-line method in first-year bookkeeping and the other methods in the second year. The straight-line method is selected because it is the easiest to understand, since it can be effectively visualized. It is also the most commonly used method in business.

Teaching suggestions:

1. Separate the arithmetic problem from the bookkeeping procedure. Calculating depreciation is fundamentally an arithmetic problem. Drill on calculating depreciation should precede the recording of depreciation. Do not attempt to teach both in the same lesson.

2. Visualize the straight-line method this way:



3. Emphasize the formula:

$$\frac{\text{Cost minus Trade-In Value}}{\text{Estimated Useful Life (in years)}} \text{ equals } \text{Annual Depreciation}$$

4. Give students special drill problems on calculating the amount of depreciation. Use problems involving semi-annual, quarterly, and monthly depreciation.

5. Give superior students the project of investigating methods of calculating depreciation, other than the straight-line method, and preparing a report on the advantages and disadvantages of each.

Step 3. Why Depreciation Must Be Recorded

Before introducing the procedure for recording depreciation, time should be spent in leading students to see why it is necessary that it be recorded. Unless students understand this important "why," the actual recording entry will have little meaning. Teaching suggestions:

1. Place on the chalkboard a balance sheet containing several long-life assets and an annual profit and loss statement for the same business.

2. Ask the class whether or not the balance sheet and profit statement present a correct picture. This question will bring forth the comment that the statements are incorrect because they show the cost value of the assets and not their current depreciated value.

3. Discuss what this decrease in value represents. It is very easy to guide students to see that the profits for the period are overstated because the depreciation costs have not been included.

4. Change both the balance sheet and profit and loss statement to include the depreciation.

5. Have the students complete several problems that require the repreparation of balance sheets and profit and loss statements to include depreciation costs omitted from the original statements.

Step 4. How Depreciation is Recorded

Since depreciation decreases the value of the asset account and since assets are decreased by a credit entry, students will logically conclude that the depreciation is

recorded by a credit entry to the asset account. The Allowance for Depreciation account, therefore, must be introduced as representing only a subdivision of the credit side of the asset account. Teaching suggestions:

1. Credit first depreciation entries directly to asset account and debit to Depreciation Expense.

2. Discuss limitations of entry directly to asset account and need for separate depreciation account.

(a) The balance of the asset account, as taken over to the balance sheet, would fail to provide all of the information that the balance sheet should show; namely, the cost and the amount of estimated depreciation.

(b) The depreciation figure is at best only an estimated figure. By setting it out in a separate account, two elements of information are shown on the balance sheet—what the asset cost and the estimated depreciation to date.

3. Maintain the relationship between the asset account and the allowance account by placing the two together.

Step 5. Recording Disposal of Assets

The complicated entry necessary to record the disposal of a depreciated asset can be simplified if it is divided into three separate entries.

Entry 1. Correct the Allowance for Depreciation account to show the correct total depreciation. If the book value of the asset is more than its disposal (sale) value, the total depreciation has been underestimated and the allowance account must be increased. If the book value is less than the sale value, the total depreciation has been overestimated; the allowance account must be decreased.

Assume that a delivery truck that cost \$5,000 and depreciated a total of \$4,000 was sold for \$800 cash. The accounts would appear as follows:

Delivery Truck	Allowance for Depreciation
5,000	4,000

Since the book value of the truck is \$1,000 and its actual cash sale value was only \$800, the total depreciation has been underestimated. The following correcting entry must be made:

Loss on Sale of Fixed Asset	Allowance for Depreciation
200	4,000 200

Entry 2. Transfer the corrected balance in the Allowance account to the asset account:

Delivery Truck	Allowance for Depreciation
5,000	4,200

Entry 3. Dispose of the asset.

Delivery Truck	Cash
5,000	4,200 800

After the students understand this procedure through the three separate entries, introduce the compound entry:

Allowance for Depreciation	\$4,000
Loss on Sale of Fixed Assets	200
Cash	800
Delivery Truck	\$5,000

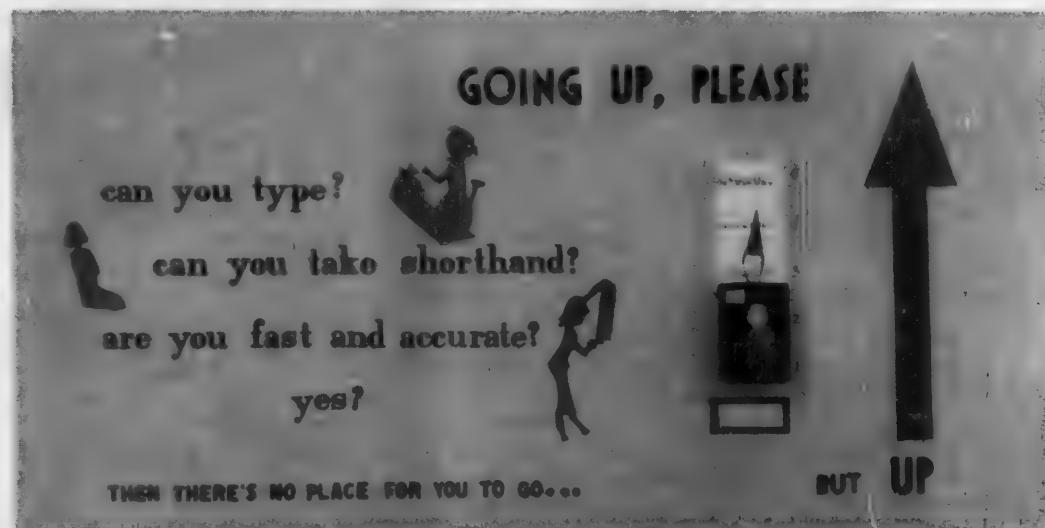
As with all bookkeeping instruction, the objective is to teach for understanding as opposed to memorization. A thorough understanding of depreciation and the bookkeeping procedures involved can be developed if the instruction is divided into easily digested parts. Only confusion and memorization can result from an attempt to cover the entire concept of depreciation in one 40-minute period.



SLOGANS that appeal to teen-agers highlight this display dealing with opportunities abroad.

Bulletin Boards for Secretarial Training

RUTH C.
BEEBE
Leuzinger H. S.,
Lawndale, Calif.



A 3-D EFFECT is employed by this board. The elevator, which rides up and down in a track, is made of the bottom of a typewriter ribbon box; the cage and the secretary in it are made

of pipe cleaners. Sign in elevator: "NOTICE: All elevators are self-service." Floors are labeled Clerk, Typist, Stenographer, Secretary, and Executive Secretary.

TRENDS in business correspondence, as summarized by John L. Rowe, are illustrated here.



ETHEL HALE BLACKLEDGE

Southern Illinois University, Alton



Don't Just Teach Shorthand— Use It!

If you know shorthand, you can widen your experience anywhere in the world—while you earn money

WHEN YOU read the title of this article, you probably thought, "Why, I use my shorthand every day. I use it to make up tests, to jot down notes for things I want to remember, to help in lesson planning, and in a hundred other ways."

I'm sure you *do* use your shorthand in many small ways and that you're thankful you have such a practical aid at your fingertips. However, taking advantage of shorthand as a convenience is not what I'm getting at. What I mean is that more of us should use shorthand to earn money and enlarge our experience.

I'm sure that most of you know teachers who manage to serve as replacements for vacationing secretaries during the summer. But let me remind you of all the other possibilities that are open to *anyone* who knows shorthand.

When I was first out of college, I wanted more than anything else to go to Europe. I didn't want the \$1,000-round-trip-with-all-expenses-paid — I wanted to *really see* Europe. Anyway, with my limited financial resources, I could never go on a conducted tour. I began thinking, "What else do I have to fall back on? Well, I know shorthand and I'm a college graduate. But there are hundreds of others as well qualified as I am." Like most well-trained shorthand writers, I had no idea of the vast potential available to them just for the asking.

Although I didn't know what

chance I had of getting a stenographic position in Europe, I applied for one through Wright-Patterson Air Force Base in Ohio. I soon found myself the possessor of a clerical job, and then I was on a ship heading for Bremerhaven, Germany. I spent thirteen months in that country (in Frankfurt and Wiesbaden), doing secretarial work for the U. S. Air Force.

By breaking up my leave time into shorter periods that included national holidays and weekends, I managed to arrange several short vacations that enabled me to visit Rome, London, Paris, and Copenhagen, as well as Austria, Scotland, Ireland, Switzerland, and most of the other European countries. I saved my regular vacation periods—a week at a time—to take longer trips around the continent. Many of my teacher-friends, with ten-day or two-week vacations at Easter and Christmas, managed to make timely trips to the Holy Land. When they had shorter vacations, they often flew to Africa, Spain, or Portugal, and sometimes to the Scandinavian countries or Greece.

European Travel Costs Less

Like other secretaries, stenographers, and teachers, I found that living in Europe was so much more economical than stateside living that the financial problem of travel was no problem at all. For example: I recall a conducted tour, sponsored by a German travel agency, that a group

of us took to Rome. In addition to seeing Rome and the Vatican, we traveled to Naples and the Isle of Capri, then back up through Austria to Munich, Germany, to end the journey. This vacation took seven days and nights. The amount we paid covered all hotel bills, three meals a day (often including wine), and all transportation. And what was the cost of this elaborate journey—\$200? \$300? \$400? The answer: a mere \$51!

Besides seeing a great deal of Europe on the pay I received for my shorthand knowledge, I have put that training to use in many other ways right here in the U. S. Once I realized what a salable resource I had available, I set about trying to find other means of using it. Since I had been in the service during the war, I began to look into the possibility of returning to a Reserve unit. I found that, only about fifteen miles from where I taught, there was a Naval Air Station where administrators were desperate for good typists and stenographers. I applied, was quickly accepted, and was placed with a squadron for weekend duty.

At first I questioned whether I would fit into such an outfit, since I was a teacher. My skepticism soon disappeared. Almost immediately, I met a professor from a state university. The same afternoon, I met two high school teachers, one a physical education instructor, the other a mathematics teacher. I was to learn

USE SHORTHAND (continued)

later that about 25 per cent of the Reservists were either teachers of some sort, lawyers struggling for a beginning in the world of business, or students trying to earn a little extra money to enable them to obtain a bachelor's degree.

The math teacher turned out to be the head of the 85-day school sponsored each summer. When he learned that I taught typewriting and shorthand, he asked me if I would like to take on summer duty, teaching Marines and Navy yeomen and personnel men how to type. I taught at this school for two summers. Those of you who may be interested in the money angle of such an operation might like to know that each month's paycheck from the Navy was a little over \$4 more than my teacher's check for the same length of time.

Besides earning extra money, I found that we could use our weekends for vacation trips. Since the pilots from nearby states came in for training on weekends, and since the space was available and the pilots welcomed passengers, we were able to travel hundreds of miles, even on a regular weekend. I managed to fly from Ohio to New York City, see a Broadway play, and fly back in time to get plenty of sleep for Monday morning. One of the other girls flew to Cuba, but I decided the trip was too long for only a few hours in the city. (If I had the opportunity again, I'd take that long a trip and make up the sleep Monday night.)

But some of you may not be interested in travel. Perhaps you prefer to put your knowledge to use in a place where it may be helpful to others. There are many such places. As an example, Mary Jane, a friend of mine, felt that she might extend a helping hand to a group of mental patients. Not knowing what she could do on her own, she paid a visit to the director of the state hospital and offered her services in any way he saw fit. She was sent to a psychiatrist, who asked her if she would be willing to teach typewriting to a group of patients who were mentally unbalanced but harmless. Mary Jane agreed. Each Wednesday evening, she took a bus to the hospital, where she taught twelve students. And each Thursday morning, she related incidents as we eagerly listened.

"They're all interesting," she said,

"but one woman fascinates me. She's about thirty-five years old, and I guess she had an unfortunate love affair sometime in her life. Anyhow, I gave them a letter to type last night, and she did very well on the first paragraph."

"What did she do then?" we asked anxiously.

"After she'd finished the first paragraph, she began typing, 'John, Minneapolis, Minnesota.' She typed it over and over and over."

"Is that all she typed?"

"Yes—until I went back and started her on the second paragraph."

"Did she do that all right?"

"Well, she typed the first sentence okay. Then she started again—'John, Minneapolis, Minnesota.'"

"Did you take the paper away from her?"

Mary Jane shook her head. "Oh, no. I know nothing about psychiatry, but the repetition might have been helping her get to the root of her trouble. Anyway, I let her go ahead. At least the doctor says that this patient is showing improvement."

"How about the other eleven patients you teach?"

"Well, there's a young boy—about twenty, I guess—who cries all the time. He'll start to type. He'll go on for two or three lines, then he'll start to cry."

"What do you do?"

"Well, I usually just try to get him started with the class again."

"Do you feel that you're teaching them anything—that you're doing them any good?" someone asked.

Mary Jane nodded vigorously. "Yes, I truly believe I am. I think they gain some confidence in themselves when they see their thoughts appearing in front of them. If I help only one of the patients at that hospital, I feel that my time will have been well spent."

Look for Odd Jobs

Perhaps you feel that a gesture such as Mary Jane's is a magnanimous and wonderful thing, but you would rather make money than donate your services. There are many ways in which people who can type and take shorthand can make extra money, even if only for a few hours a week. Many people want small jobs done, yet do not know how to go about hiring someone for only a few hours of work per week or per month. Let people know that you are available for the summer months (or for Satur-

days, if you prefer). There are many older people who are perfectly willing to pay for such a service. They may have sons or daughters in other cities to whom they wish to write but do not have the energy or initiative. Sometimes older people are much too proud to accept a charitable donation of labor, but would be only too willing to pay—often generously—for such services.

When I was an undergraduate, I watched Alice, a girl who lived down the hall from me, turn her typewriting and shorthand knowledge into a means of keeping herself at the university. She was willing to write letters home for girls who felt that they could not take time away from their studies. Alice always said that dictating a personal letter gave people a feeling of prestige and power for which they were willing to pay well. Besides the dictation and transcription, I saw Alice type many theses and dissertations. I saw her type English themes at three and four o'clock in the morning in order to help a student meet a class deadline.

"Alice." I said one day. "it seems to me that some of the students are exploiting your talents. I don't think I'd type a theme at four in the morning for the King of England!"

"Oh, yes, you would," Alice said, "if he gave you enough money. I always charge double after midnight."

"Are the students willing to pay for it?" I asked in astonishment.

"Yes, they pay it. This may sound mercenary, but, after all, I'm a student too, and my sleep means as much to me as theirs does to them. So I'm sleeping while they're writing the theme, and they're sleeping while I'm typing it. So at eight o'clock in the morning, they hand their theme in to the instructor and hand me double the money for making it possible, and we're both happy with the arrangement!"

"Don't you ever find people who argue with you and try to get you to lower your prices?"

"Oh, sure," she laughed. "Now and then you'll find somebody who says, 'But I'm your friend—I don't see why you have to charge these outrageous prices to me!'" Alice shrugged. "You see, I feel that if I have to donate my professional services to keep that person for a friend, she wasn't worthy of the friendship in the first place."

So Alice stuck to her principles and put herself through four years of uni-

versity training by taking advantage of her shorthand and typewriting knowledge.

But possibly you're not interested in either traveling or making money. Perhaps you think, "My finances are no problem, and I don't particularly want to travel—I just want to meet interesting people."

I once asked a friend of mine how he had come to know so many different people. He smiled and said, "It's easy. All you have to do is make up your mind that you're going to do it. When you can do secretarial work, you're in demand in any part of the world."

I found that this man had begun his secretarial work in South Africa and had traveled the world over. He had worked with admirals, generals, foreign diplomats, dukes, and counts. He said, "Now, name one well-known person in the world who doesn't need someone who can take his letters and keep up his correspondence."

I couldn't think of anyone, so I let him talk on.

"The first thing you have to do is let them know you're available. After all, no one is going to write to Jacksonburg, Ohio, and ask if there is a Mary Jones there who knows shorthand. But when that Mary Jones of Jacksonburg writes to an important person and says that she types 75 words a minute and takes shorthand at 120 words a minute, that person is going to sit up and take notice—even if he comes from a line of nobility dating back to the twelfth century!"

Right Up Your Alley

Yes, as my friend said, you can make yourself in demand anywhere in the world. Who could do a better job of transcribing important correspondence than a shorthand teacher who has been trained for the job?

In offering my few suggestions, I hope I have opened some gates that you may not have been aware of. If you want to keep your life interesting, if you want to do something in addition to teaching, if you want to see more of the world—remember that you have one of the most salable commodities in the world. Believe me, it is in demand from Sydney, Australia, to Helsinki, Finland. And the Duke of Gloucestershire needs a secretary just as much as does Old Man Williams down at the local drug store. So don't merely teach shorthand—use it!



Using the Electrics for Transcription

Students using electric typewriters for transcription have the advantage of evenly stroked transcripts that make proofreading easier. There is less need to emphasize the making of carbon copies. Electric students seem to develop a confidence that results in greater accuracy of their transcripts.

Transcription students should have an opportunity to perfect the electric typewriter manipulative skills, such as:

Observing good posture at the typewriter (It is important that the electric typewriter be at least an inch lower than the manual machines.)

Setting margins and handling the tabulating device

Keeping manual movements of the carriage to an absolute minimum

Using a touch-and-go action on the return key and tab key

Taking advantage of the ease of electric stroking; using the tap stroke and lower finger action

Using the automatic keys for fast letter production

Half-spacing

To develop the rapid "flick" action on the return key, let students transcribe short, easy sentences down the page. These sentences can be typed repeatedly for 30 seconds. Write sentences in shorthand on the blackboard. Make up sentences with the initial stroke controlled by the right hand so students will be forced to use a rapid stroke on the carriage return key as they increase the number of sentences they can transcribe in a given time. Typical sentences are:

Now is the time. Put it here.

Here is the work. Just write a card.

It is too hard. I hope to go.

Jane is late.

Your time is yours.

Most of us will go.

Giving students a chance to warm up in transcription aids in developing smooth and continuous typing. Select short letters, 50 to 60 words in length. The letters should be easy to dictate, so try them before you use them in class. The first dictation should be direct to the typewriters. Pause long enough after each group of dictated words for every student to finish typing. Repeat the dictation several times, gradually adding more words to each dictated group. This builds word retention, an essential skill in shorthand transcription and machine transcription as well. Transcription warmups should be used in both electric and manual classes.

Now dictate the same letter, requesting the class to take it in shorthand. Ask the class to transcribe the letter as many times as they can before you call time. One-minute timings are adequate. No letter setup is used. Keep letters simple. They should be composed of frequently used words and have very little punctuation within the sentences. The entire warmup period requires about ten minutes. Here are some suggested letters. You will be able to think of others.

1. Gentlemen: Please arrange to let us have the house we rented last year. It had the right number of rooms in it and was within walking distance of the stores. If we cannot have this house, please try to find one in the same location with six rooms in it.

2. Dear John: I am writing the life story of Charles Harvey. He lived in your city for many years. If you come across some of his letters or writing, I would like to see them. I may wish to use them in my book.

3. Dear Mary: In reading over a file of papers, I came across several of Harvey's letters. I am sending them to you by special delivery. You may copy any of these letters you desire to use. After you have finished with them, please mail them back to me. I am eager to hear more about your book.

SELL YOUR DEPARTMENT

(Continued from page 17)

lenging. Occasionally, a teacher will emphasize the personal-use value of shorthand. After this brief explanation, the student has supposedly been sold on the subject.

The hard fact is that we must never stop selling our subjects if students are to remain satisfied. We know this from our own experience as students. If every teacher were asked to recall the best course he had ever taken, there would be a variety of answers and an even greater variety of reasons. Essentially, however, our reasons could be boiled down to one—the fact that the teacher had done a good job of selling either the course or himself, or both.

In reflecting on ways to sell our courses, we should consider the principles that guide salesmen of any product. Before any effective selling can be done, it is necessary to have a good product, to know that product, to know the customer, and to know how to tie the product in with the customer's needs.

Do we have a good product? Let's take a look at it.

If we were to apply the question "Why?" to each element of our course content, could we answer with sound reasons each time? If so, our content is all right. But before answering, we should ask ourselves: Am I teaching everything that should be taught in the course? Am I trying to include too much? Am I using materials that may not be relevant?

Sell Yourself, Too

No matter how you look at it, the most important element of any course is the teacher. The biggest job we have in selling our courses is selling ourselves to our "customers"—our colleagues on the faculty, the school administrators, the counselors, the parents, other adults in the community, and (most important of all) the students. The teacher must do a bit of market research to find out the needs of these customers; then he must decide how he is going to design the product that will meet these needs.

We would do well to take an inventory to see whether our "product"—ourselves—is what it should be. Since most of our selling will be done in the classroom, let's look at ourselves in relation to our students.

First of all, to be a successful

teacher, a person must be liked and respected.

Secondly, every student needs to be appreciated. Making people feel important is one of the basic principles of good human relations. Our high school students need understanding today more than they ever have. Are we able to establish rapport with students through an awareness of their problems? Or do we take the attitude that the present generation defies understanding? Have we really made an effort to understand the appeal of hot rods, rock-and-roll music, Elvis Presley, and Frankie Avalon? We all know that we can best reach a listener by relating our message to his interests. What are the interests of today's teen-agers? If such a question brings a cynical smile to our faces, we should try to make an honest effort to recall what our own interests were in our teens. It's doubtful that they were any more honorable.

A few years ago, the UCLA chapter of Pi Omega Pi invited a panel of high school students to tell what they liked or disliked about teachers. When the program was finished, all of us in the audience felt that we had learned a lot. One of the questions asked of the panel was, "Why do some teachers have more discipline problems than others?" One young lady gave the forthright answer, "When we're treated like children, we act like children; when we're treated like adults, we act like adults." The other students agreed. One added, "When a teacher likes us, we like her; when she doesn't like us, we can sense it and naturally we don't like her."

I think we sometimes forget that teen-agers react in the same way as we do to similar situations; they simply tend to be more demonstrative in their feelings.

A friend of mine in Los Angeles who teaches business subjects in junior high school has hardly any discipline problems. A visit to her classroom soon showed me why. First of all, the woman is a lady in every respect. She is always well-dressed, poised, even-tempered, and soft-spoken. In the classroom, she treats her students with the same consideration that she would show her guests at a tea or dinner party, and she is quick to explain the reasons for any procedures she uses. Her classroom is as tastefully appointed as her home. She has respect for her students; why shouldn't they have respect for her?

And she has the respect of administrators, colleagues, and friends. In short, she does a good job of selling her subject.

No teacher will gain respect unless he knows his subject matter. How do we stack up in this department? Are we keeping abreast of current happenings in the field of business education through professional reading, attendance at meetings, and research of our own? Are we taking courses (not necessarily business courses) to keep us mentally awake and to make us wiser and more interesting?

Is our training adequate? Notice that I use the verb *is*—not *was*. The methods studied in education classes twenty to thirty years ago may leave much to be desired by present-day standards. A teacher should ask himself: "Do I command respect through my progressiveness and my flexibility? How much have I changed my course or courses since I started teaching—years ago? When I hear a new teaching idea presented, do I experiment, or do I react by repeating to myself one of the conventional progress-killers, such as, 'It's too radical a change,' or 'He doesn't have the kind of students I have'?"

"Packaging" Your Product

An important consideration in making a product salable is packaging. To carry the parallel into teaching: On a recent classroom visit, I saw a teacher who was wearing a double-breasted black suit jacket, brown trousers, a blue and white checked shirt with a yellow necktie, and—believe it or not—sneakers. He would probably be utterly unable to understand why students often consider teachers peculiar.

On the other hand, a teacher can depart from the norm with positive effects. I once walked into a classroom where the chairs were arranged in a semicircle. When I asked the teacher why, she replied, "No reason, except that it gives the students the idea that this course is going to be something different." This strikes me as being a worth-while objective.

What have we done to make our classroom atmosphere more pleasant? We know that a pleasing environment makes for better work; but do we apply this knowledge to our classrooms? Today's textbooks are more attractive in format and more readable; school buildings are more in keeping with current architectural and

decorative trends. The classroom itself must keep pace.

A teacher with broad interests is likely to be respected. A casual remark made to me on a New York subway train has had a significant impact on my thinking about myself in relation to my profession. A fellow sitting next to me said, "I'll bet you ten to one those three gals get off at Columbia." "How do you know?" I said. He answered "They're schoolteachers—can't you tell by looking?" I began to wonder if I looked like a schoolteacher. I'm not ashamed of being a teacher—on the contrary, I'm proud of it—but I wouldn't want to be categorized, no matter what my profession was.

During the several years that have elapsed since that conversation, I've gradually come to the conclusion that people who look like their professions are people who work too many hours a day. More important, such people are not the best-functioning members of their profession. If you are working more than 45 hours a week (including the time you spend grading papers), you've probably reached the point where the law of diminishing returns sets in, and with each additional hour you are becoming a less effective teacher.

One victim of the law of diminishing returns was the teacher who had worked out elaborate mathematical tables in order to justify the grades he gave. He'd never had to justify a grade—but he wanted to be ready if the occasion ever arose. This teacher had been testing when he should have been teaching, and grading when he should have been growing.

Keep your mind active by having many interests, keep informed in your field and other fields as well, be interested in your students, teach well, and you will need have no worries about selling your subject—it will sell itself. And you will need have no worries about looking like your profession—you will look like a person that others will want to meet and know.

EDITOR'S NOTE: Father Raphael's master's thesis ("A Short History of Stenography through the Fifth Century"), discussed by Helen Green in her September column, was completed under the direction of Dr. John L. Rowe at the University of North Dakota, where Dr. Green served as a visiting staff member for this year's summer session.



Have you any Whos in your classes?

If you aren't sure, borrow a copy of *Horton Hears a Who*, by Dr. Seuss (Random House, 1954), from almost any of your small-fry friends and find out. By all means, ask to read the story to them, or vice versa if they've joined the "reading set"; for Horton and the Whos is an adventure that needs to be *shared*. You'll be well repaid for the trouble it takes to connect with a copy by the sheer delight you will have in reading such captivating fantasy and by your reflections on Dr. Seuss's perceptive philosophy.

The Whos that Horton finds live on a swirling speck of dust and are so tiny that they can scarcely be seen or heard by people, who really don't look and listen. Horton (the elephant) hears them and decides to help them "because after all, a person's a person, no matter how small." And help them he does. To keep their tiny speck of dust from being trampled on, he puts it on top of a clover leaf and carries it around in his trunk—derided by all the other jungle people, who aren't so discerning or kindly as Horton. They think he is crazy when he tells them his clover has a speck of dust on it that is inhabited by a whole order of tiny people called Whos and that they have rights and needs the same as everybody else does because "a person's a person, no matter how small."

The Whos are quite like other persons, even though they are small. They have streets and houses and libraries, a mayor, lovely children, and an orderly way of life. But the Whos and Horton run into a peck of trouble. Goaded on by the rabble-rousing kangaroos, a horrid, huge bird snatches the clover from Horton's trunk and throws it away in, of all places, a clover patch—so Horton won't be able to find his clover and help the Whos any more. But according to Horton's way of thinking, he *has* to find them. Says he, "I simply must help them. Because after all, A person's a person, No matter how small." But—read the story for yourself.

Now back to those Whos in your classes—and mine. They aren't so small physically that nobody sees or hears them; but many a child goes from first grade right on through high school (unless he drops out beforehand) being a Who whom no teacher ever really sees as a person. He's the one who never shines at anything—unless it's at *not* shining. He isn't the bad boy, nor the sullen girl, nor the star athlete, nor the best scholar, nor the most popular, nor the most helpful. He's not even the dullest student. He's just there, with nobody noticing that he is a special *person*. He's like the promising young medical student who recently said that not until he was in junior high did any teacher ever take any particular notice of him. "I got off to a slow start in reading, so everybody sort of marked me off as a dullard and let it go at that, I guess. I was just there. Then this junior high teacher caught up with me after school one day and told me I had turned in the best answer he had ever had to some question. 'I think you have a fine brain,' he said. 'You can really do something with it if you try.' That started changing my whole life," the young man added. "For the first time, I had made an impression on a teacher. At least it was the first time a teacher ever saw that I had possibilities and potentialities. I had begun to doubt that I had any myself. Up to that moment, I'd been just a nobody in school." (Or a Who, maybe—whom only perceptive folks like Horton or that teacher see and hear as the persons they really are.)

How many Whos can you spot in your classes who need help and recognition? As teachers, we would do well to *look at* and *listen to* each student with the sensitive perception of Horton, because after all, "*a person's a person, no matter how small*," isn't he?



JANE F. WHITE CENTRAL WASHINGTON COLLEGE OF EDUCATION, ELLENSBURG

Government organization. The latest edition of the *United States Government Organization Manual*, which lists all Government agencies and key personnel, is now available for \$1.50. Send remittance with your order and ask for Catalog No. GS 4.109:960 from the Superintendent of Documents, Government Printing Office, Washington 25, D.C.

Duplicating film. A 16mm sound film that demonstrates how to prepare a master and how to run a duplicating machine is *Duplicating by the Spirit Method*. The 14-minute film costs \$150 in color and \$75 in black and white. Rental is \$7.50 for the color version and \$5 for black and white. It is available from Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, Calif.

Mathematics careers. Two helpful publications are *Guidance Pamphlet in Mathematics for High School Students* (25 cents) and the *Mathematics Student Journal* (10 cents an issue). Both may be ordered from the National Council of Teachers of Mathematics, 1201 16 Street, N.W., Washington 6, D.C.

Business management. A good source for information on this subject is the Bureau of Business Management, University of Illinois College of Commerce and Business Administration, Urbana, Ill. Some new titles: *Your Family's Future* (50 cents), *Practical Sales Management* (\$1), *Retail Merchandise Bookshelf* (35 cents), *Work Incentives for Your Personnel* (35 cents). Ask for a current list.

Economics careers. *Economics as a Career* is a booklet containing two lectures given to high school students by members of the Johns Hopkins Operations Research Office of a few years ago. It can be ordered from the Joint Council on Economic Education, 2 West 46 Street, New York 36, N.Y.

Office layout. An office planning and layout kit features templates that can be pressed to the planning board and stick without use of any adhesive. The Office Equipment Layout Kit ranges in price from \$9.95 for the student kit to \$85 for the deluxe kit. For complete information, write to Planoramies, 631 East First Street, Boston 27, Mass.

Enrichment records. These records, based on Landmark Books, were developed to help young people learn about their American heritage and become better citizens. Although designed primarily for history classes, several records are applicable to general business: *The Pony Express; Our Independence and the Constitution; The Wright Brothers* (\$4.29 each); and *The First Overland Mail* (\$5.29). For a complete list, ask Enrichment Teaching Materials, 246 Fifth Avenue, New York 1, N.Y.

Source book. A good guide to many items that can be used as teaching aids is *1001 Valuable Things Free*, a paperback book. It is available in most book stores or may be ordered for 35 cents from Bantam Books, Inc., 25 West 45 Street, New York 36, N.Y.

Film ideas. Several booklets that show how films can best be used in the classroom are *A Treasure Chest of Audio-Visual Ideas*, *Audio-Visual Ideas for Religious Education*, and *How Industry Profits from the Use of Sound Films*. They are free from Victor Animatograph Corp., Educational Information Division, Plainville, Conn.

TESTING & GRADING

(Continued from page 27)

In evaluating the brief forms, you may give an "A" grade for a perfect list, a "B" grade for one error, etc. Since brief forms must be automated as well as memorized, insisting on a perfect list for the "A" grade seems justifiable.

Study the marked transcripts to determine the dictation rates you will employ in the next tests. When you have some students succeeding at the 80 rate, add a one-minute letter at 70 to the next test. When you find that almost no one is bothering with a 40 take, eliminate it from the next test. As soon as you have some students succeeding with the 80 and 90 rates, include a two-minute take at 60 words a minute and one at 50 in the next test. Have students transcribe either of these takes and evaluate them according to the grading scale.

At the conclusion of this series of eight self-appraisal tests, you and your students will have a very good idea of your achievements for the semester. No final examination should be necessary. In the event that one is required in your school, however, it should take the same form as the eight self-appraisal tests, except that it may be longer and contain more optional takes.

There's no conflict between testing and teaching in shorthand. Testing and grading are parts of good teaching. There is, in fact, probably no area in all learning in which the need for continuous evaluation is present as in the learning of skills. In learning shorthand, testing and teaching are mutually conditioning factors in the learning process; each is essential.

You will agree, I think, that a legitimate purpose for testing in shorthand is to help the student become aware of his progress. But, measuring the amount of skill that has been acquired in order to furnish you and the student clues to his competence is only a beginning. It is not enough to know that a student in your shorthand class can take dictation at a certain rate. It is even more important to find out why he cannot take it at a higher rate. To do so will require additional testing and evaluation. The cycle continues until testing and evaluation become concomitant aspects of your teaching. You will be a better teacher when they do.

THE PHONE RANG

(Continued from page 23)

ence in November. Again, it was a friend and I could not refuse—so I had yet another assignment. I began to wonder whether repercussions from the speech would ever cease.

One sunny afternoon about two weeks later, I was sitting on the back porch browsing through the *Chicago Tribune*. When I came to the page on which the feature "White Collar Girl" appears, I was astonished to see that it was devoted to my research. It turned out that my colleagues had seen it, too, and it caused much comment. Again, an accolade came my way via a state-wide professional publication, once more arousing interest among my colleagues.

And, just as things seemed normal again, I received a note from the editor of a professional magazine. Apparently a critical letter had come to his desk from a well-known teacher and author. He sent me a copy of it and asked me to prepare a rebuttal; both the letter and the rebuttal were to be published in the next issue of his magazine. It took me an entire weekend to prepare the reply.

Believe it or not, things did settle down near the end of the year, and I began collecting newspaper and magazine articles on what to wear and what to see on that trip abroad.

To paraphrase a song of a few decades ago: Oo-oo-oo, what a little phone call can do!

NIGHT SCHOOL

(Continued from page 24)

The hours that a teacher spends in night school are equal in importance to those he spends in day school. In both instances, human beings are his charges, and they look to him for knowledge, skills, guidance, approval, and recognition. In the rush of our daily lives, I think too many of us overlook the enormous influence that the teacher exerts on the young (and often on the not-so-young) in his contacts with them. Also, we sometimes lose sight of the tremendous accountability that teachers owe to society by the very nature of their profession.

By using a little ingenuity, simple, but geared to maintain students' morale and improve their training, the night school teacher can make his experience a gratifying one.



SHORTHAND CORNER

RICHARD A. HOFFMANN

PLACER JOINT UNION HIGH SCHOOL, AUBURN, CALIF.

If you have been too busy the past couple of months to check the teachers manual correlated to your text, take some time to look it over. In fact, do more than just look it over, read and study it. Find out what the authors had in mind.

These manuals have much valuable information. They are of great help if you are a new teacher, and if you are an "old timer," they can give your instructional pattern a new lift or twist.

Talking about new twists, have you ever thought of using colored chalk for some of your presentations? When I mentioned this to a friend recently, I had to explain that I meant only one color, other than white. I can just see someone trying to use a different color chalk for each aspect of the class presentation: pink for brief forms, yellow for sentences, green for theory. I'd be all mixed up trying to find the right color for the next outline. That, of course, is carrying the idea to an extreme.

Seriously, though, one of these days you might want to give your chalkboard presentation a little added punch. Whip out a bright red for demonstrating your outlines on the chalkboard and watch your class perk up.

After you have written outlines, sentences, or a letter on the chalkboard (in color or in white), keep the shorthand there for a while. Circulate around the room as you continue the lesson and keep glancing at your outlines. You might be surprised to find that there are some "blind" spots in the room. This might be one of the reasons some of your students do not read so well from the board. If so, what can you do about it? Well, short of rebuilding the school, you might use different sections of the chalkboard or make your outlines a little larger or even try a rotating seating plan.

"But I'm a traditional teacher. I would never think of any seating arrangement other than alphabetical—how else could I keep my roll book?" (Not actually said, but certainly indicated in other ways by many teachers.)

Well, here's a chance to put into practice the exhortation of Dr. Hamden Forkner. At a workshop in San Diego this summer, he urged several times that we should "try everything." Make a change. Experiment. What are we doing today that we didn't do yesterday, last month, last year?

Of course, you and I know that some things that work for some teachers will not work for others; but, unless we do a little experimenting, how will we ever find out which are the ideas for us?

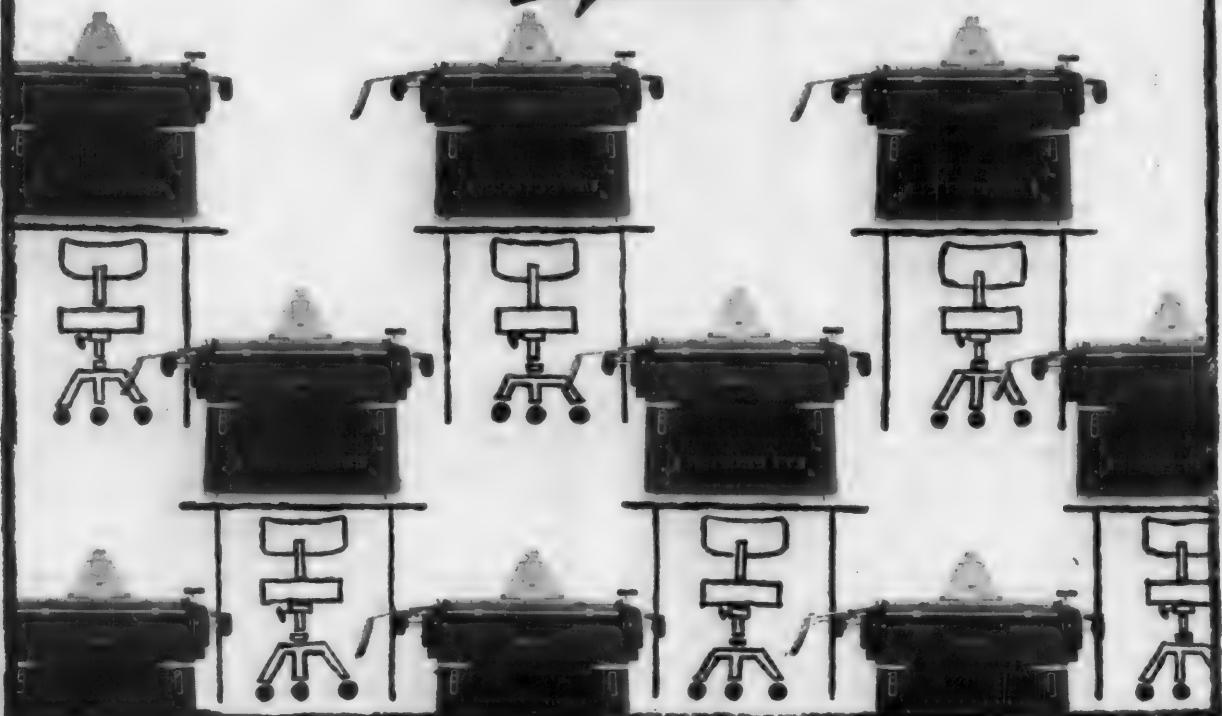
By the way, maybe the position of your chalkboard is not the reason some of your students are doing less well than you think they should. Have you checked with your school nurse to find out if any of your students have hearing difficulties or eye trouble? If your school doesn't have a nurse, check your students' cumulative records. They will give you a great deal of information that may prove helpful in assisting your students.

It does not follow that because Sally could hear last year she can hear equally well this year. Students are often extremely self-conscious about such matters and don't want to talk about them. Keep watch for indications that any of your students need this type of help.

For help in solving all kinds of teaching problems and for some ideas to perk up your teaching, the business education magazines are very useful. What do you do with your old copies? Throw them away? Store them on the top shelf where they are almost impossible to get at? Ask your librarian what she does. She will probably tell you that she case binds them.

Case binding is a very simple way of putting a hard cover on a year's issues. You can learn how to do it in a matter of minutes. Labor and materials will not, or should not, cost you more than a dollar a volume for a magazine the size of this one. Your back issues will then be available to you and your students at a moment's notice.

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NEWS SPOTLIGHT

Higher standards

. . . for teachers will be required by the New York State Education Department. Beginning in 1963, the new certification requirements will place more emphasis on subject or content courses and less on courses in teaching methods. The Department is also working on a plan that would allow "unusually capable persons with demonstrated ability" to become public school teachers even if they did not meet the usual certification requirements.

Graduate education

. . . is discussed in a new book by Bernard Berelson, director of Columbia University's Bureau of Applied Social Research. Graduate Education in the United States is the result of a two-year study financed by the Carnegie Corporation of New York. Dr. Berelson feels that the charge that graduate education today neglects teacher training by concentrating on research is not true. He is opposed to attempts to introduce general education and interdepartmental study into graduate education. Such "reforms," he says, lead to scattered and shallow scholarship. He is very much in favor of the present pattern of the American graduate school, but is critical of "writing deficiencies" of the students. "Poor writing and the associated bad organization of research and scholarly reports is so general across the fields, so indicative of unclear thinking and analysis, and so costly of the time and resources of others that some intensive efforts at improving the situation seems to be required," he says.

Teaching machines

. . . are provoking violently partisan debate among educators, the New York Times notes editorially. This "opens up the danger that, like so many previous innovations in education, this one will be rendered less effective by being over-advertised by uncritical enthusiasts and underestimated by equally uncritical defenders of the status quo," the Times warns.

Ability to spell

. . . may, to some extent, be determined by heredity, some scientists believe. In studies of identical and fraternal twins it was found that heredity plays a part in ability to spell, ability to discriminate pitch, and having good reasoning power. That "born speller" in your class may be just that. But the biologists point out that although heredity may play a part, training accounts for most of one's ability to spell.

PEOPLE

• Merle W. Wood is the new supervisor of business education in Des Moines, Iowa. He had been an instructor at Lincoln High School in that city for the past seven years. He is treasurer of the Iowa BEA and a member of Delta Pi Epsilon.

• Douglas T. Adamson has been appointed associate in business education in the Bureau of Business and Distributive Education of the New



DOUGLAS T. ADAMSON

York State Education Department. Mr. Adamson has been chairman of the business division at Delhi (N.Y.) Agricultural and Technical Institute. He is a member of EBTA and New York BTA.

• Thomas L. Foster has been appointed to the faculty of Utah State University to be in charge of the business education and secretarial science programs at that school. The university has just begun offering work on the masters degree level in business education.

Doctor Foster was formerly chairman of the division of business of Howard Payne College, Bronwood, Texas. He has taught in colleges in

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THOMAS L. FOSTER

Oklahoma, Nebraska, and California. Professional organizations of which he is a member include Phi Delta Kappa, Delta Pi Epsilon, NBTA, UBEA, Texas BEA, and West Texas BEA.

- E. John Gradoni has been appointed associate in distributive education of the Bureau of Business and Distributive Education of the New



E. JOHN GRADONI

York State Education Department. He has been on the faculty of Ball State Teachers College, Muncie, Indiana, since 1958.

Doctor Gradoni is a member of Pi Omega Pi, Delta Pi Epsilon, NBTA American Management Association, and the American Marketing Association.

GROUPS

- The Southern Business Education Association will hold its thirty-

eighth annual convention on November 24, 25, and 26 at the Atlanta-Biltmore Hotel, Atlanta, Georgia. The convention theme is "Business Education—A Challenge for All." The times shown in the following program are subject to change.

Thursday, November 24

7:45-8:45 a.m.—UBEA BREAKFAST. Presiding: Hollis Guy, executive director, UBEA.

9:00 a.m.—UBEA REPRESENTATIVE ASSEMBLY. Presiding: Gladys Bahr, president, UBEA.

6:00 p.m.—OFFICIAL RECEPTION.

7:00 p.m.—FELLOWSHIP DINNER. Speaker: Elvin S. Eyster, Indiana University, Bloomington.

Friday, November 25

7:45 a.m.—FBLA SPONSORS BREAKFAST. Presiding: Frank Herndon, Mississippi State College for Women, Columbus.

9:15-10:30 a.m.—FIRST GENERAL SESSION. Presiding: Hulda Erath, president, SBEA, University of Southwestern Louisiana, Lafayette. Speaker: Russell Hosler, president, NABTE, University of Wisconsin, Madison. Topic: "The Challenges in Business Education."

10:45 a.m.-12:15 p.m.—DIVISIONAL MEETINGS:

SECONDARY SCHOOLS. Chairman: Carl Jorgensen, John Marshall High School, Richmond, Va. Vice-chairman: Sarah Dean West, Sylvan High School, Atlanta, Ga. Secretary: Ethel Plock, Ahrens Trade School, Louisville, Ky. Topic: "Meeting the Challenge by Teaching Business English." Speaker: Dorothy E. Lee, Richmond (Va.) Professional Institute.

PRIVATE BUSINESS SCHOOLS. Chairman: Milo Kirkpatrick, Jr., King's Business College, Charlotte, N.C. Topic: "The Importance of Production Typewriting." Speaker: T. James Crawford, Indiana University, Bloomington.

JUNIOR COLLEGES. Chairman: Eleanor R. Dixon, Manatee College, Bradenton, Fla. Vice-chairman: Sara Best, Walker College, Jasper, Ala. Secretary: Mary E. McCain, Averett College, Danville, Va. Topic: "Human Relations in Business." Speaker: Edwin C. Marotte, president, Atlanta chapter, NOMA. Topic: "The Business Man in Business Education from the Viewpoint of the Educator." Speaker: Curtis Bishop, Averett College, Danville, Va.

COLLEGES AND UNIVERSITIES. Chairman: G. H. Parker, University of Tennessee, Knoxville. Vice-chairman: Kenneth Roach, University of Georgia, Athens. Secretary: Mary

Lib Vance, Mercer University, Macon, Ga. *Topic:* "Implications of Recent Forces and Trends in Collegiate Education." *Speaker:* Harmon Wilson, South-Western Publishing Co., Cincinnati.

12:30-2:15 p.m.—**DELTA PI EPSILON LUNCHEON.** *Presiding:* Eleanor Brown, president, Omega Chapter, Nashville, Tenn. *Speaker:* D. B. Roark, Mississippi Chemical Corp., Yazoo City.

3:00-5:00 p.m.—**SECTIONAL MEETINGS.** **BASIC BUSINESS.** *Chairman:* James L. White, East Carolina College, Greenville, N.C. *Vice-chairman:* James W. Loyd, East Tennessee State College, Johnson City. *Secretary:* Mary McGinty, Richmond (Va.) Professional Institute. *Moderator:* Kenneth Zimmer, Richmond (Va.) Professional Institute. *Panel members:* Gladys Bahr, New Trier Township High School, Winnetka, Ill.; Harold Gilbreth, Winthrop College, Rock Hill, S.C.; Gladys Peck, supervisor of business education, Baton Rouge, La.; Ray Price, University of Minnesota, Minneapolis.

ADMINISTRATION AND SUPERVISION. *Chairman:* Wilson Ashby, University of Alabama, University. *Vice-chairman:* Richard Clanton, Louisiana State Department of Education, Baton Rouge. *Secretary:* Virginia Harris, Radford (Va.) College. *Topic:* "Administrators and Supervisors Accept the Challenge to Business Education." *Moderator:* Lytle Fowler, University of Mississippi, University. *Panel members:* Enos Perry, Supervisor of Business Education, Chicago, Ill.; Charles Nix, West High School, Nashville, Tenn.; Newton Oakes, North Georgia College, Dahlonega.

CLERICAL PRACTICE. *Chairman:* J. Curtis Hall, Auburn (Ala.) University. *Vice-chairman:* Leon Ellis, Hillsborough High School, Tampa, Fla. *Secretary:* Ellen Moore, Florence (Ala.) State College. *Theme:* "How to Dawdle Less and Teach More in Clerical Practice." *Topics:* Teaching Clerical Practice: Without the Use of Office Machines; by the Case Method; by the Project Method; by the Committee Method. *Demonstrators:* Harry Huffman, Virginia Polytechnic Institute, Blacksburg; Marie Ann Oesterling, Hewitt-Trussville (Ala.) High School; Richard Green, Washington-Lee High School, Arlington, Va.; Doris B. Reed, Jordan Vocational High School, Columbus, Ga.

BOOKKEEPING AND ACCOUNTING. *Chairman:* James Wykle, Mississippi State College for Women, Columbus. *Vice-chairman:* Harry Swain, Atlantic Christian College, Wilson, N.C. *Secretary:* Harold B. Kane,

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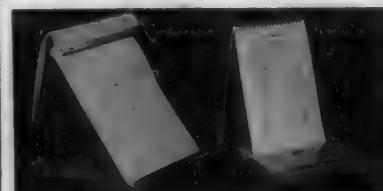
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Savannah (Ga.) Vocational School. Topic: "Case Problems for the Teaching of Bookkeeping and Accounting." Moderator: J. Marshall Hanna, Ohio State University, Columbus. Panel members: Eileen T. Altrock, East Atlanta (Ga.) High School; Vance T. Littlejohn, Woman's College, University of North Carolina, Greensboro; Arthur Walker, Virginia State Supervisor of Business Education, Richmond; Rebecca Perkins, Murphy High School, Mobile, Ala.

SECRETARIAL. Chairman: Woodie L. Tucker, Richmond (Va.) Professional Institute. Vice-chairman: Evelyn Withers, Frank L. Ashley High School, Gastonia, N.C. Secretary: Mary Marshall Beard, West Fulton High School, Atlanta, Ga. Topic: "Education for Top-Level Secretarial Positions." Speaker: George A. Wagoner, University of Tennessee, Knoxville. Topic: "Opportunities for Top-Level Secretaries." Speaker: Margaret Emery, Reynolds Metal Co., Richmond, Va. 7:00-9:00 p.m.—CONVENTION BANQUET.
9:30-12:00 p.m.—CONVENTION BALL.

Saturday, November 26

8:00-9:00 a.m.—SPECIAL BREAKFASTS.
9:15-11:15 a.m.—SECOND GENERAL SESSION. Presiding: James W. Crews, University of Florida, Gainesville. Topic: "Issues and Questions in Business Education." Panel chairman: Theodore Woodward, George Peabody College for Teachers, Nashville, Tenn. Panel participants: Hamden L. Forkner, professor emeritus, Teachers College, Columbia University, New York; John H. Moorman, University of Florida, Gainesville; Lucy Robinson, Georgia State College for Women, Milledgeville; William Warren, Enka (N.C.) High School; Gerald A. Porter, president, M-PBEA, University of Oklahoma, Norman.
11:15-11:45 a.m.—CLOSING SESSION. Presiding: Hulda Erath, president, SBEA.

GENERAL

The deadline for applications for next year's Certified Professional Secretary examination is December 1. The examinations will be given May 5 and 6, 1961. Applicants must be at least twenty-five years old, but need not be members of the National Secretaries Association, which sponsors the program. Write to the Institute for Certifying Secretaries, 1103 Grand Avenue, Kansas City 6, Missouri.

MOUNTAIN-PLAINS Business Education Association officers for 1960-61 are (l to r): E. P. Baruth, McCook (Neb.) Junior College; Agnes Kinney, North High School, Denver, Colo.; Gerald A. Porter, University of Oklahoma, Norman, president; and Thelma Olson, Brookings (S.D.) High School, executive secretary.



NATIONAL CHAPTER AWARD of Pi Omega Pi was earned by the Omicron Chapter, Kansas State Teachers College, Pittsburg. Shown here are the chapter officers (l to r): Donald Crawford, co-sponsor; Daryl Stephens, historian; Mona Ackley, secretary-treasurer; Joyce Foltz, president; Myrna Swanson, co-editor; Carol Maples, editor; and Dr. Ralf J. Thomas, co-sponsor and national treasurer.



THREE NEW CHAPTERS of Pi Omega Pi were recently installed:

... Delta Omicron Chapter at Sacramento (Calif.) State College. The sponsor was Marion M. Lamb (far right).



... Delta Nu Chapter at Virginia State College, Petersburg. The sponsor was Ella F. Mundon (seated left).



... Delta Xi Chapter at the University of Kansas, Lawrence. The sponsor was Loda Newcomb (not in picture).

New Business Equipment

Overhead Projector

A new overhead projector has been announced by Ozalid. The company says that this 750-watt projector gives more light with less heat than other 1000-watt projectors. It permits projection of large slides or from a smooth plastic roll on which the in-



structor may write or draw with a grease pencil, rolling the used portion off and new portion on to the projection area.

For further information, write to the Audio Visual Department, General Aniline and Film Corp., 46 Corliss Lane, Johnson City, N. Y.

Tape Recorder

The Pentron model GR-15 Tempo is a dual-track tape recorder, available for either monophonic or stereophonic reproduction. It has a built-in 6-inch speaker and hand-wired ampli-



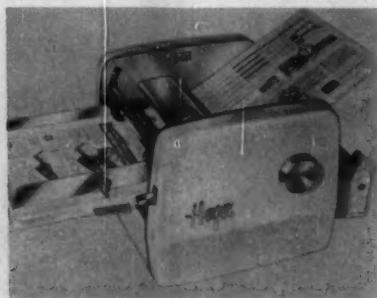
fier chassis. The size is 14 by 17 by 11 inches; it weighs 29 pounds.

Price of the monophonic model is \$119.95, of the stereophonic \$149.95. For full information, ask Pentron

Sales Co., Inc., 777 South Tripp Avenue, Chicago 24, Ill.

Paper Folder

An automatic paper folding machine has been introduced by Heyer. The machine uses the same feed mechanism as the company's Conqueror spirit duplicators. It will automatically fold up to 110 sheets a



minute, according to the company. The Automatic Electric Conqueror Paper Folder (Model EF-1) is priced at \$299.50; the hand-operated model (HF-1) is \$199.50.

Electric Typewriter Desk

- The model E.T. 1640 electric typewriter desk features a steel frame, $\frac{3}{4}$ -inch hardwood top, rubber padded typewriter well, and book compart-



ments. It is 30 inches high by 40 inches by 17 inches. It is available with steel and rubber casters and wheel brakes or with rubber glides.

For complete information, write to Vanpe, Inc., 9226 South Burley Avenue, Chicago 17, Ill.

Electric Typewriter

Remington Rand has introduced a completely restyled electric type-

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writer. The new model features improved carriage suspension, copy control for various thicknesses of carbon packs, a vertical scale that shows the number of lines remaining



on a sheet, transparent paper holders, and a large erasing table.

Further information is available from dealers or the Remington Rand Division of Sperry Rand Corp., 315 Park Avenue South, New York 10, N. Y.

Automatic Screen

Automatic projection screens are now available in smaller, classroom sizes. The screen is raised and lowered electrically by the flick of a switch. It can be plugged into any standard outlet. The switch is available with a removable toggle to prevent unauthorized use.

Autolectric screens come in three sizes: 50 by 50, 60 by 60, and 70 by 70 inches. Prices are \$139.50, \$159.50, and \$179.50, respectively. For complete information, write to Radiant Manufacturing Corp., P. O. Box 5640, Chicago 80, Ill.

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